



## Overview of texts to support Writing curriculum

Reception												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Progression of Core Texts</b> <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	<u>Fiction:</u> What Makes me a me?	<u>Non-Fiction:</u> Seasons: Autumn  Skin	<u>Fiction:</u> The Gruffalo  The Christmas Jolly Postman Allan Alberg	<u>Non-Fiction:</u> The Nativity	<u>Fiction:</u> Betty and the Yeti	<u>Non-Fiction:</u> Hot and Cold  Pancakes	<u>Fiction:</u> Here We Are Oliver Jeffers	<u>Non-Fiction:</u> Zoom In/Zoom Out	<u>Fiction:</u> The Very Hungry Caterpillar  <u>Poetry:</u> Mad About Mini-Beasts	<u>Non-Fiction:</u> Caterpillar to Butterfly	<u>Fiction:</u> Clean Up!	<u>Non-Fiction:</u> What If?  <u>Poetry:</u> Commotion in the Ocean
<b>Links to Wider Curriculum</b>	L:W/R C&L UTW:PC PSE	L:W/R C&L UTW:TW	L:W/R C&L UTW:PC	L:W/R C&L UTW:PC	L:W/R C&L UTW:UTW EAD:BI	L:W/R C&L UTW:TW	L:W/R C&L UTW:UTW EAD:BI/EUM M PSE	L:W/R C&L UTW:UTW/P C	L:W/R C&L UTW:UTW EAD:BI/EUM M	L:W/R C&L UTW:TW	L:W/R C&L UTW:UTW/ TECH EAD:BI/EUM M	L:W/R C&L UTW:TW/PC PSE
<b>IMITATE STAGE</b>	Verbally retell 'What Makes Me a Me?' What Makes Me a Me? Story board	In Autumn what can we see?  Life cycle/Body labelling  Acrostic poems	Retell Gruffalo	The Nativity Journey map  Order/Retell the nativity	Betty and the Yeti story map (story mountain) Retell Betty and the Yeti	In Winter what can we see?  Pancake recipe	Our planet	Map of South Molton	Retell TVHC	In Spring what can we see?  Life cycle	Retell TLM	In Summer/At the beach what can we see?  Sea pollution poster
<b>INNOVATE STAGE</b>	If I was a vehicle/pet/bug I would be a....  All About Me Potion recipes	Autumn/ Pumpkin/ Poppy acrostic poem	Letter to Santa Christmas lists Shopping lists  Gruffalo café menu	Stage signs  Nativity programme/tickets  Bethlehem now/then	Snow Babies story  Dragon stew recipe  Dragon fact file	Play Dough Recipe  Things that are hot and cold  Ice experiments	When we met...(visitors from around the world)	All About... (e.g. Morocco/Nigeria)  Map to my house for the tooth fairy	My Bug story  Healthy/Unhealthy food  Days of the week  Ugly Bug Ball Invitation	Caterpillar diaries	My Sea Story	Advocate poster  Sea Creature reports



## Overview of texts to support Writing curriculum

<b>INVENT STAGE</b>  <b>(Through Continuous Provision)</b>	Label cards  *Focus: Name writing e.g. for models  Comic strip formats	Acrostic poem formats  Role play labels	List formats  Letters (post box)  Blank cards  Menu formats	Nativity character picture prompts  Story journey formats	Incredible Pet fact files  Story mountain formats  Post cards (message station)	Recipe formats  CP writing books	All Around the World picture prompts  Colourful semantics	Map formats  Large scale map drawing (outside/ Small world)	Blank story books  Diaries  Colourful semantics	Spring/Mini-beast picture prompts  Colourful semantics	Blank story books  Sea picture prompts	Poster making station  Messages in a bottle
<b>Writing features/Development Matters</b>	<u>Word building</u> -Labels -Menus -Cards and letters -Rhyme -Lists -Facts -Tickets		<b>3-4 (DM)</b> -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name -Write some letters accurately.		<u>Begin to write sentences.</u> -Simple story sentences -Recipes -Messages -Fact files -Invitation		<b>Reception (DM)</b> -Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. -Re-read what they have written to check that it makes sense.		<u>Write simple sentences</u> -Simple stories -Diaries -Rhyming sentences/ collaborative poems -Posters -Reports -I love my Mummy/Daddy because....		<b>ELG: Writing</b> Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.	
<b>Opportunities for stretch</b>	<b>Independent word writing, labelling</b> <b>Further application of Phase Two</b> <b>Use of sound mat</b> <b>Own lists and messages</b> <b>Registers using name cards</b> <b>Use of print in the learning space</b>				<b>Application of Phase Three/Four</b> <b>How many 'I can see a..' sentences can you write?</b> <b>Use of resources e.g. colourful semantics to build own sentences</b> <b>Independent experiment recording and recipes</b> <b>Expert Teacher role to support others</b> <b>Editing and improving</b>				<b>Independent story writing, book publishing</b> <b>Short rhyme-based poems</b> <b>Non-Fiction recount 'Our trip to the Honey Farm/beach'.</b> <b>Application of Phase Five</b> <b>Expert Teacher role to support others</b> <b>Editing and improving</b>			
<b>Grammar and punctuation</b>	Writing letters/words		Use of capital letters		Use of finger spaces between words		Introduce and begin to use full stops.		Simple independent sentence construction. Stretch a sentence: Use of conjunctions: and, next, last, then, so, and, but, to			
<b>Phonics</b>	Phase Two		Phase Two+		Phase Three		Phase Three+		Phase Four		Phase Four + Ext: Phase Five	
<b>Handwriting</b>	Pre-cursive formation of alphabet sounds.		Pre-cursive formation of alphabet sounds and capital letters.		Ladder letters		Curly caterpillar letters		Robot arm letters		Zig Zag letters	