

Reception Class Writing Overview

Year and Term	Book to support writing	Writing units with grammar links
Year R Autumn 1	MARVELLOUS ME Happy to Be Me The Big Book of Families The Same but Different Too! The Little Red Hen	Drawing self-portraits Drawing pictures of our families Grammar: Marks carry meaning. Using relevant shapes to represent specific objects. <i>E.g. Children begin to draw an oval shape to represent their face. They study their facial features and begin to recognise that they can make their marks more accurate.</i> Name recognition and writing Grammar: Marks carry meaning. Some marks represent letters of the alphabet. Names consist of the letters of the alphabet. Squiggle While You Wiggle - Gross/fine motor and mark making adult-led sessions. Grammar: <i>Mark making as the prerequisite to writing. Children accurately draw lines and circles, form pre-writing patterns to aid future writing.</i> Drawing Club <u>The Little Red Hen</u> Character: The Hen Setting: The farm Adventure: The bread is magic. What happens when the hen eats it? Grammar: Accurately draw lines, circles and other shapes when creating a picture. Begin to link letters to phonemes that have been taught in Phonics <i>E.g. Children draw distinguishable shapes that represent the character of the hen. Children orally identify the initial sound of the name of a character and may make an attempt to write this. Children attempt to write their name on their work.</i>
Year R Autumn 2	SING WITH ME The Wales on the Bus The Big Book of Nursery Rhymes The Jolly Postman The Christmas Story The Gingerbread Man	Drawing favourite nursery rhyme characters for a poster advertising our nursery rhyme event Grammar: Marks carry meaning and can be used to communicate information. Writing letters to Santa Grammar: Marks carry meaning and can be used to communicate information. Graphemes represent sounds in words. <i>E.g. images of items, children can orally identify the initial sound in a word and write this, using developing letter formation. Children begin to orally segment the sounds in single words and write the sounds that they hear.</i> Drawing Club <u>Yes You Can, Cow!</u> Character: The performing animals Setting: The stage Adventure: What will help the cow to perform? <u>The Jolly Postman</u> Character: The postman Setting: The town Adventure: The postman loses his bike. How can he get around? <u>The Gingerbread Man</u> Character: Gingerbread Man Setting: The river Adventure: The old lady baked a new character. What is it?

		Grammar: Accurately draw lines, circles and other shapes when creating a picture. Begin to link letters to phonemes that have been taught in Phonics. Identify and write the initial sounds in words. Make attempts at writing CVC words. <i>E.g. Children draw distinguishable shapes that represent the character, setting or item. Children orally identify the initial sounds in words and write these. Some children will orally segment a CVC word and make attempts at writing the sounds that they hear. Children write/copy their name on their work.</i>
Year R Spring 1	The Dinos on the Bus Top Dinosaurs Harry and his Bucketful of Dinosaurs Dinosaurs Love Underpants Little Red Riding Hood	Read and retell a story. Draw a simple story map and label. Where else could the dinos go on the bus? Drawing Club - The Dinos on the Bus Character: The dinosaurs Setting: Dinosaur town Grammar: Use story maps to orally retell and change simple story structures. <i>E.g. children draw a picture for 3 parts of the story. Label with simple word/caption sentence e.g. They get on the bus.</i> Introduce non-fiction texts and simple features. Create a class dinosaur fact file book. Grammar: Write labels and captions. Begin to form simple sentences. <i>E.g. It is big. It is green. It has red spikes.</i> <u>Drawing Club</u> <u>Harry and his Bucketful of Dinosaurs</u> Character: Harry Setting: The roof where the dinosaurs were found Adventure: Somebody steals the bucket of dinosaurs! Who might steal them? Why? Grammar: Write labels and captions. Begin to form simple sentences. <i>E.g. The robber took them.</i> <u>Dinosaurs Love Underpants</u> Character: Caveman Setting: A prehistoric land Adventure: The cavemen find a pair of pants. Who do they belong to? Grammar: Write labels and captions. Begin to form simple sentences. <i>E.g. Pants for a fish.</i> <u>Little Red Riding Hood</u> Character: The Wolf Setting: Grandma's house in the woods Adventure: invent a way for LRRH to travel safely through the woods. Grammar: Write labels and captions. Begin to form simple sentences. <i>E.g. A big red car.</i>
Year R Spring 2	The Night Pirates Pirates Love Underpants 10 Little Pirates The Pirates Next door	How to make a pancake (using photos from cooking session to add labels). Create a recipe book to help our friends in the home corner. (link to pancake day) Grammar: To write captions and simple sentences, representing the sounds in words with taught GPCs. To read back your own writing to check it makes sense. <i>E.g. Mix it up. Pour it in. Cook it. (the batter) Flip it. Eat it.</i> Make a poster to advertise our Pirate Dress up Day. Grammar: To write captions and simple sentences, representing the sounds in words with taught GPCs.

	Pirate Pete - Nick Sharott The Three Little Pigs (Traditional Tale)	To read back your own writing to check it makes sense. <i>E.g. Put on a hat. Put on a top.</i> Write what we find on our treasure hunt. Grammar: To write captions and simple sentences, representing the sounds in words with taught GPCs. To read back your own writing to check it makes sense. <i>E.g. I can see a gold coin. I can see a black box.</i> <u>Drawing Club</u> The Night Pirates Character: Tom Setting: Tom's house Adventure: The ship is sinking! What can we invent for the pirates so that they can still go on their voyages? Grammar: To write captions and simple sentences, representing the sounds in words with taught GPCs To read back own writing to check it makes sense. <i>E.g. A green jet (with big wings).</i> Pirate Pete Character: Pirate Pete Setting: Pirate Pete's boat Adventure: You look into your pirate telescope.. What do you see? (linked to page in book) Grammar: To begin to use simple conjunctions e.g. 'and'. <i>E.g. I see a bird and a shark!</i> The Three Little Pigs 1. Orally rehearse story with actions (Tales from the Story Cupboard version) Character: The Wolf Setting: The Brick House Adventure: The pigs make a trap for the wolf. They need a secret to open the trap. What is the code? (photo prompts as choices for the code, related to taught GPCs. Varied for abilities. Grammar: To write captions and simple sentences, representing the sounds in words with taught GPCs. To read back own writing to check it makes sense. <i>E.g. A red sheep.</i> 2. Retell and sequence the story, using pictures. Grammar: To write captions and simple sentences, representing the sounds in words with taught GPCs. To read back own writing to check it makes sense. Use 'then' to sequence sentences. <i>E.g. He built a brick house. Then he built a straw house.</i>
Year R Summer 1	The Very Hungry Caterpillar Mad About Mini Beasts Norman the Slug with a Silly Shell Jack and the	Caterpillar diaries throughout the half term, leading to butterfly release. Grammar: Use simple conjunctions in sentences. <i>E.g. It is small and brown. It is hungry. It is big and furry.</i> <u>Drawing Club</u> Jack and the Beanstalk Character: The giant Setting: The giant's castle Adventure: The giant finds new treasure in his cloud land. What could it be? Grammar: Use simple conjunctions in sentences. <i>E.g. He has a gold ring and a big dog!</i>

	beanstalk	Learn the story and orally retell. Sequence the story using pictures and write sentences to create a simple version of the story. Grammar: Use 'first', 'next', 'then' to order a simple narrative. <i>E.g. Jack got beans. He grew a beanstalk. He climbed up. He met a giant.</i> The Very Hungry Caterpillar Character: The caterpillar Setting: The garden Adventure: The Caterpillar finds a giant picnic in the garden. What does he choose to eat? Grammar: Use simple conjunctions in sentences (because - orally rehearse sentences before writing) <i>E.g. He eats a lolly because it is yummy.</i> Norman the Slug with the Silly Shell Character: Norman Setting: The bin where Norman finds his shell. Adventure: Norman uses his wings to fly somewhere new. Where does he go? Grammar: Use simple conjunctions in sentences (because - orally rehearse sentences before writing) <i>E.g. He goes to the beach because it is sunny.</i>
Year R Summer 2	DOWN AT THE FARM Flip Flap Farm - Alex Scheffler Look Inside a Farm - Katie Daynes & Dimone Abel Super Duper You - Sophie Henn <i>Drawing Club (one text per week):</i> Oi Dog! - Clair & Kes Gray The Colour Monster- Anna Llenas Farmer Duck The Three Billy Goats	Writing questions for the farmer/adults that work at the farm Grammar: Question words. The difference between a statement and a question <i>E.g. What do cows eat?</i> Drawing self-portraits and writing a sentence/sentences for Year 1 teacher. Grammar: Writing a simple sentence , using phonetic knowledge to spell words. Writing sentences that can be read by yourself and others. FS and CL for sentences. Forming recogniseable letters. <i>E.g. I can run fast</i> <u>Drawing Club:</u> The Colour Monster 1. Characters - Monsters 2. Setting - Where do the Colour Monsters live? 3. Adventure - Creating own colour monsters. What will their feelings be?. Grammar: Writing a simple sentence , using phonetic knowledge to spell words. Writing sentences that can be read by yourself and others. Full stops at the end of sentences. Beginning to use 'and' to extend sentences. <i>E.g. It is happy and yellow.</i> The Three Billy Goats Gruff 1. Characters: Troll 2. Setting: River and countryside 3. Adventure: There has been a flood and the bridge has been washed away. How can the billy goats cross the river? 4. Grammar: Writing a simple sentence , using phonetic knowledge to spell words. Writing sentences that can be read by yourself and others. Full stops at the end of sentences. Use adverbs of time. 5. <i>E.g. First they can get a jet. Then they can fly high.</i> Farmer Duck Character: The lazy farmer Setting: The farmer's house Adventure: Farmer Duck wants a tractor. What kind should he get?

	Gruff Farmer Clegg's night out	Grammar: Writing a simple sentence , using phonetic knowledge to spell words. Writing sentences that can be read by yourself and others. Full stops at the end of sentences. Beginning to use 'and' to extend sentences. <i>E.g. It is big and red.</i> Oi Dog <i>Character:</i> The dog <i>Setting:</i> Where does the dog live? <i>Adventure:</i> What will the animals sit on? Will they squash the items? Making pages for class 'Oi Dog!' book. Choosing items that rhyme. Grammar: Identifying rhyme in words. Writing a simple sentence , using phonetic knowledge to spell words. Writing sentences that can be read by yourself and others. Full stops at the end of sentences. Spelling words with s at the end (plurals). <i>E.g. Cats sit on hats.</i> Farmer Clegg's Night Out <i>Character:</i> The farmer - pj's, not teeth, slippers, etc <i>Setting:</i> The barn - in a party setting. <i>Adventure:</i> Where else might he end up on the farm? Grammar: Writing a simple sentence, using phonetic knowledge to spell words. Writing sentences that can be read by yourself and others. Full stops at the end of sentences. Spelling words with s at the end (plurals). Writing a list using a comma and 'and'. <i>E.g. The barn needs a stage, light and banner.</i>
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