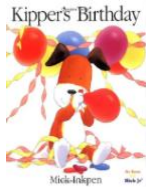
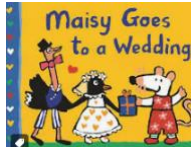
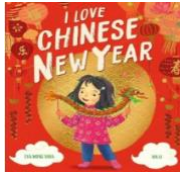
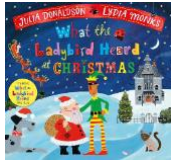
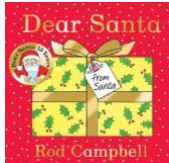


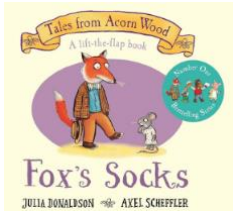
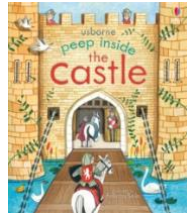
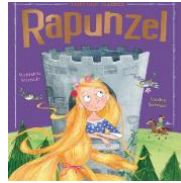
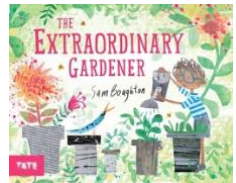
PENNINE WAY PRIMARY SCHOOL CURRICULUM FOR WRITING– Reception

• All new vocabulary will be displayed on Working Walls in the classroom environment. • WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.				• Learning is progressive and therefore texts and skills need to be taught in chronological order. • New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.		
Autumn 1						
Text and Genre	Whatever Next (starting reception focus text – copy given to each child alongside a book bag ahead of starting school)	The Tiger Who Came to Tea (new sounds - s a t p)	Owl Babies (new sounds - l n m d)	Handa’s Surprise (new sounds - g o c k)	Umbrella (new sounds - ck e u r)	Pumpkin Soup (new sounds - h b f l)
Reception skills	Baseline Fine and gross motor	Baseline Daily focus on the sound taught in phonics, alongside fine/gross motor and pencil control activities	Ascribe meaning to marks/begin to form letters correctly Daily focus on the sound taught in phonics, alongside fine/gross motor and pencil control activities	Ascribe meaning to marks/begin to form letters correctly Daily focus on the sound taught in phonics, alongside fine/gross motor and pencil control activities	I Ascribe meaning to marks/begin to form letters correctly Daily focus on the sound taught in phonics, alongside fine/gross motor and pencil control activities	Ascribe meaning to marks/begin to form letters correctly Daily focus on the sound taught in phonics, alongside fine/gross motor and pencil control activities
Autumn 2						
	• Within literacy lessons: Weekly fine motor focus, daily handwriting focus based on ‘I’m a Clever Writer’ letter families. • Within continuous provision: Gross and fine motor focus activities, mark-making opportunities and targeted name-writing/letter formation.					
Text and Genre	Kipper’s Birthday (celebrations) 	Maisie goes to a Wedding (celebrations) 	I love Chinese New Year (celebrations) 	What the Ladybird heard at Christmas (celebrations) 	Dear Santa (celebrations) 	Nativity story (celebrations) 
Reception skills	To identify and write initial sounds to label pictures	To identify and write initial sounds to label pictures	To identify and write initial sounds to label pictures	To write a CVC word to label a picture using a sound mat	To write a CVC word to label a picture using a sound mat	To write a CVC word to label a picture using a sound mat

PENNINE WAY PRIMARY SCHOOL CURRICULUM FOR WRITING– Reception

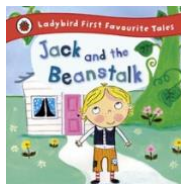
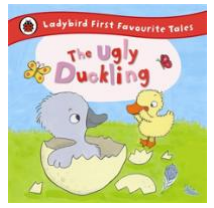
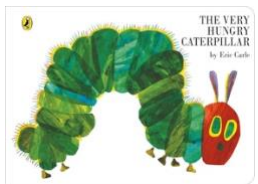
Spring 1

- Within literacy lessons: Weekly fine motor focus, daily handwriting focus based on 'I'm a Clever Writer' letter families.
- Within continuous provision: Gross and fine motor focus activities, mark-making opportunities and targeted name-writing/letter formation.

Text and Genre	Colour Monster (settling back in)	Oi Frog (habitats)	Foxes Socks (habitats)	Peep Inside the Castle (Castles)	Rapunzel (Castles)	Extraordinary Gardener (Growing and Gardening)
						
Reception skills	Settling back in week - Handwriting and fine motor focus	To write a simple caption using 'a'	To write a simple caption using 'the'	To put my finger under each sound to check my work	To put my finger under each sound to check my work	To use a capital letter at the start of a sentence (A)

Spring 2

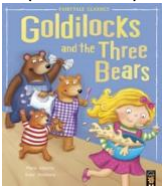
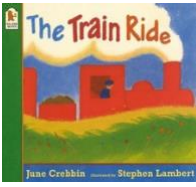
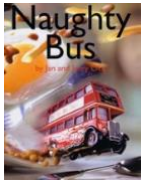
- Within literacy lessons: Weekly fine motor focus, daily handwriting focus based on 'I'm a Clever Writer' letter families.
- Within continuous provision: Gross and fine motor focus activities, mark-making opportunities and targeted name-writing/letter formation.

Text and Genre	From Seed to Sunflower (Growing and Gardening)	Jack and the Beanstalk (traditional tales)	The Ugly Duckling (traditional tales)	The Very Hungry Caterpillar (lifecycles)	Pip and Egg (lifecycles)	
						
Reception skills	To leave spaces between words	To leave spaces between words	To use a full stop at the end of a sentence	Revision and embedding of all Spring skills	Revision and embedding of all Spring skills	

PENNINE WAY PRIMARY SCHOOL CURRICULUM FOR WRITING– Reception

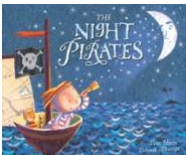
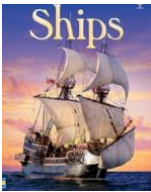
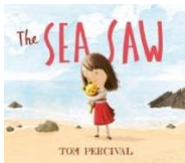
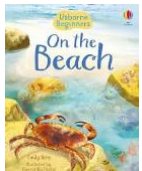
Summer 1

- Within literacy lessons: Weekly fine motor focus, daily handwriting focus based on 'I'm a Clever Writer' letter families.
- Within continuous provision: Gross and fine motor focus activities, mark-making opportunities and targeted name-writing/letter formation.

Text and Genre	Goldilocks and the Three Bears (Goldilocks)	Goldilocks and Just One Bear (Goldilocks)	The Train Ride (transport)	Naughty Bus (transport)	Izzy Gizmo and the Invention Convention (inventors)	Rosie Revere, Engineer (inventors)
						
Reception skills	To say, write and remember a simple dictated sentence (I can see)	To say, write and remember a simple dictated sentence (I can see)	To use a capital letter at the start of a sentence	To leave spaces between words	To use a full stop at the end of a sentence	To put my finger under each sound/word to check my work

Summer 2

- Within literacy lessons: Weekly fine motor focus, daily handwriting focus based on 'I'm a Clever Writer' letter families.
- Within continuous provision: Gross and fine motor focus activities, mark-making opportunities and targeted name-writing/letter formation.

Text and Genre	The Night Pirates (pirates)	Ships (pirates)	The See Saw (seaside)	On the Beach (seaside)	The Growing Story (transition)	The Invisible String (transition)
						
Reception skill	To think, say, remember and write a simple sentence (He)	To think, say, remember and write a simple sentence (The)	To think, say, remember and write a simple sentence (She)	To spell tricky words	Revision and embedding of all skills	Revision and embedding of all skills