



Writing Overview – Reception – 2025-26

Autumn 1 - Reception settling in weeks.

Baseline Assessment

Dominant hand and pencil grip identified.

Mark making in various forms – paper, chalk,, whiteboards, sand, inside/outside, independently, guided

Writing names

Letter formation and number formation teacher assessment

Drawing Club

From the end of Autumn 1/ the beginning of Autumn 2, Drawing Club begins. This starts when the class is ready. The class will have a different focus every week following the cycle of: **Week 1** Text, **Week 2** Tale, **Week 3** Animation..

Day 1: Character based work **Day 2:** Settings **Day 3:** Adventure days. Children may invent a new character, build something and add labels/phrases which are photographed and put in their book/ children may write on whiteboard/in chalk indoors/outdoors. Drawing Club work is recorded in writing books. Non fiction units are taught using the Literacy Shed Non-fiction units and are taught with one weekly whole class input, then through enhanced provision activities throughout the week. Non-fiction is recorded in a class eBook, with some independent work recorded in children's writing books. There are more packs than lessons taught – this allows us to go with children's interests.

Incidental writes take place throughout the year in the way of trip recounts, seasonal writing and visits/visitors.

Many books are read and explored with children alongside these explicit lessons. Some books may be explored further and books chosen for Drawing Club are subject to change in line with children's interests.

Writing Early Learning Goals

- . 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.

Handwriting

- . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. **Fine Motor Skills-ELG**

Term:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dough Disco Daily - See Dough Disco Planning					
Themes:	Celebrations & Holidays: Starting School 3 rd September 2025, Harvest, Autumn September - November Diwali 20 th October 2025,	Celebrations & Holidays: Halloween 31 st October 2025, Bonfire Night 5 th November 2025, Remembrance Day 11 th November 2025, Christmas 25 th December 2025	Celebrations & Holidays: New Year 1 st January 2026 Valentine's Day 14 th February 2026 Pancake Day 17 th February 2026,	Celebrations & Holidays: Chinese New Year 17 th February – 3 rd March 2026, World Book Day 5 th March 2026, Mother's Day 15 th March 2026, St. Patrick's Day 17 th March 2026, Eid 20 th March Easter 5 th April 2026	Celebrations & Holidays: Earth Day 22 nd April 2026, St. George's Day 23 rd April 2026, Cinco de Mayo 5 th May 2026,	Celebrations & Holidays: World Cup 11 th June – 29 th July 2026 Father's Day 21 st June 2026, Wimbledon 29 th June-12 th July
Books/ Stimulus:	Texts: The Colour Monster Starts School Harry & the Bucketful of Dinosaurs by Ian Whybrow Link to Diwali WB: 20 th October 2025–text 'Binny's Diwali' Tale/ Rhyme/ Poetry: The Little Red Hen	Texts: Week 1 - Room on the Broom – link to Halloween Extra poetry text to consider also in week 1– 'Bonfire Night Poem' Hanukkah Bear by Eric A. Kimmel Little Owl & the Star by Mary Murphy Tale/ Rhyme/ Poetry: The 3 Little Pigs	Texts: How to Catch a Star by Oliver Jeffers Aliens wear underpants Mr Wolf's Pancakes by Jan Fearnley – links to Pancake Day I Love You More Than Applesauce by Jack Prelutsky Tale/ Rhyme/ Poetry: The 3 Billy Goats Gruff Humpty Dumpty	Texts: Superworm by Julia Donaldson – links to PKC Owl Babies by Martin Waddell – links to PKC Tale/ Rhyme/ Poetry: Jack & the Beanstalk Rapunzel Poem – Spring Greens by Shirley Hughes – links to the seasons and PKC Animations: Banana Man	Texts: Week 1 – link to St. George's Day 25 th April 2026 – text 'George & the Dragon' by Willie Lattimore Rosie's Walk by Pat Hutchins – links to previous PKC unit and Maths Lost & Found by Oliver Jeffers We're Going on a Bear Hunt Tale/ Rhyme/ Poetry: Hansel & Gretel	Texts: Handa's Surprise The Boy Who Unplugged the Sea by Paul Brown – links to our planet - RED Tale/ Rhyme/ Poetry: Goldilocks & the 3 Bears by Miles Kelly – links to PKC unit Little Red riding Hood by Miles Kelly and The Last Wolf by Mini Grey


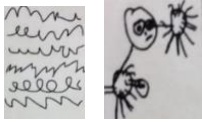
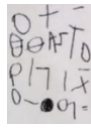
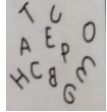
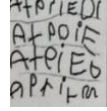
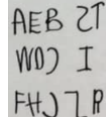
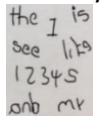
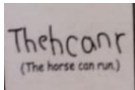
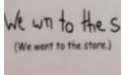
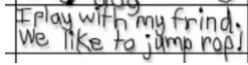
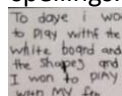
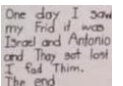
	<p>Funnybones by Janer & Allan Ahlberg</p> <p>Animations: Automne (Literacy Shed) – Links to Autumn</p>	<p>Duck in the Truck by Jez Alborough</p> <p>The Gingerbread Man</p> <p>Animations: Remembrance Day – Poppies (Literacy Shed)</p>	<p>The Magic Porridge Pot</p> <p>Animations: The Pink Panther</p> <p>Captain Pugwash</p>	<p>The Magic Roundabout</p>	<p>The Enormous Turnip</p> <p>Animations: Bagpus</p> <p>Wacky Races</p>	<p>Animations: Mr Ben</p> <p>Captain Planet</p>
<p>Non fiction books and resources:</p>	<p>Literacy Shed – Seasons Pack</p> <p>Literacy Shed – Festivals and Celebrations Pack: Pages 1-3, 35-36 Birthdays, Pages 21-22 Harvest Festival, Pages 12-14 Diwali</p>	<p>Literacy Shed – Seasons Pack</p> <p>Literacy Shed – Festivals and Celebrations Pack: Pages 25-26 Bonfire Night, 27-28 Remembrance Day, Pages 4-6 Christmas, , Pages 15-16 Hanukkah</p>	<p>Literacy Shed – Seasons Pack</p> <p>Literacy Shed ‘Space’ links to PKC</p> <p>Literacy Shed – Festivals and Celebrations Pack: 29-30 New Year, Pages 17-18 Pancake Day</p>	<p>Literacy Shed – Seasons Pack</p> <p>Literacy Shed – Big Animals Pack</p> <p>Literacy Shed – Festivals and Celebrations Pack: Pages 7-8 Chinese New Year, Pages 9-11 Eid, Pages 31-32 Mother’s Day, Pages 19-20 Easter</p>	<p>Literacy Shed – Seasons Pack</p> <p>Literacy Shed – Exercise Pack or Food Pack</p>	<p>Literacy Shed – Seasons Pack</p> <p>Literacy Shed – Festivals and Celebrations Pack: Pages 33-34 Father’s Day</p>
<p>Other possible texts to be read/explored with children:</p>	<p>Something Beginning with Blue by Nick Sharrat – links to PKC</p> <p>Avacado Baby by John Burningham- links to PKC</p>	<p>Gustavo the Shy Ghost by Flavia Z. Drago – links to Halloween</p> <p>Peepo by Janet & Allan Ahlberg – links to Old and New PKC</p>	<p>Once Upon a Raindrop by James Carter – links to Weather</p> <p>Snowball by Sue Hendra – links to Weather</p>	<p>The Most Exciting Eid by Zeba Talkhani – links to Eid/RED</p> <p>The Magic Paintbrush by Liz Miles – links to Chinese New Year</p>	<p>The Bumblebear by Nadia Shireen – links to previous PKC and to World Bee Day May 26th</p>	<p>Aesop’s Fables</p> <p>Myths & Legends</p> <p>Greek Myths & Legends</p> <p>Traditional Tales</p>

	<p>Good Night Gorilla by Peggy Rathman – links to PKC</p> <p>How do Dinosaurs go to School? By Jane Yolen – links to PKC & Starting School</p> <p>Leafman by Lois Ehlers links to Autumn/Seasons</p> <p>The Lion Inside by Rachel Bright</p> <p>The Rainbow Fish by Marcus Pfister</p>	<p>Hurry, Santa by Julie Sykes – links to Christmas</p> <p>Jack Frost by Kazuno Kohara – links to Winter/ Seasons</p> <p>Stickman by Julia Donaldson</p> <p>You can't take an Elephant on the Bus by Patricia Cleveland-Peck – links to PKC</p>	<p>The Dinosaur that Pooed a Planet by Tom Fletcher – links to PKC</p> <p>Whatever Next by Jill Murphy – links to PKC</p>	<p>The Very Hungry Caterpillar by Eric Carle – links to PKC</p> <p>What the Ladybird Heard by Julia Donaldson – links to PKC</p> <p>The Hot Cross Bunny by Carys Lexington – links to Easter</p>	<p>The King's Pants by Nicholas Allan – links to PKC</p> <p>See PKC Understanding the World for book list.</p>	<p>See PKC Understanding the World for book list</p>
<p>Sentence structure to be reviewed and evidenced in outcomes/ Children's work:</p>	<p>Name writing – what can children do on beginning Reception?</p> <p>Is there a dominant hand for writing?</p>	<p>Hold a pencil using a comfortable effective grip.</p> <p>Form some recognisable letters, particularly from own name.</p> <p>Experiment with mark-making in different contexts</p> <p>Hear and write initial sounds in words.</p> <p>Segment and write CVC words, e.g. cat, dog, sun, using a sound mat or adult support.</p> <p>Write simple labels and captions using known sounds.</p>	<p>Using a sound mat</p> <p>Holding a sentence/Oral composition</p> <p>Use a sound mat</p> <p>Holding a sentence/Oral composition</p> <p>Write short, simple sentences, e.g. "The cat is big" with support.</p> <p>Write simple CVC words more independently.</p>			

			<p>Letter formation</p> <p>Begin to write whole name</p> <p>Model writing from left to right</p> <p>Finger spaces</p>	<p>Write for a range of purposes, e.g. messages, stories, instructions through play.</p> <p>Apply taught phonics to unknown words (phonetically plausible attempts).</p> <p>Sequence ideas into sentences with some logical order.</p>
<p>Sentence structure to be taught and evidenced in outcomes/ Children's work:</p> <p>INTENT</p>	<p>Hold a pencil using a comfortable effective grip.</p> <p>Form some recognisable letters, particularly from own name.</p> <p>Experiment with mark-making in different contexts.</p>	<p>Hear and write initial sounds in words. Segment and write CVC words, e.g. cat, dog, sun, using a sound mat or adult support.</p> <p>Write simple labels and captions using known sounds.</p> <p>Letter formation</p> <p>Begin to write whole name</p> <p>Model writing from left to right</p> <p>Finger spaces</p>	<p>Using a sound mat</p> <p>Holding a sentence/Oral composition</p> <p>Write short, simple sentences, e.g. "The cat is big" with support.</p> <p>Write simple CVC words more independently.</p> <p>Write for a range of purposes, e.g. messages, stories, instructions through play.</p> <p>Apply taught phonics to unknown words (phonetically plausible attempts).</p> <p>Sequence ideas into sentences with some logical order.</p>	<p>Begin to use descriptive language in writing, e.g. "The big red bus."</p> <p>Start to use 'and' to join ideas.</p> <p>Build confidence to 'have a go' at writing.</p> <p>Write CVC words independently.</p> <p>Write simple sentences using a sounds mat</p> <p>Begin to edit or improve with adult support.</p> <p>Write simple sentences independently which can be read by others.</p> <p>QUALITY OVER QUANTITY</p>

<p>Example writing tasks: What will you see in books?</p> <p>IMPLEMENTATION</p>	<p>Characters – orally describing characters to an adult – The Little Red Hen, Automne, Funny Bones,</p> <p>Settings – orally describing settings to an adult – The Little Red Hen, Funnybones, Automne</p> <p>Labels – writing simple cvc words to label a picture for Binny’s Diwali – gift basket, fireworks..</p> <p>Mark making in all areas of provision.</p>	<p>Characters – orally describing a character to an adult who scribes. The Witch from Room on the Broom and Hannukah Bear.</p> <p>Writing simple cvc words about a character – The 3 little Pigs.</p> <p>Settings.- orally describing a setting to an adult who scribes. Writing cvc words to describe the setting – Bonfire Night poetry,</p> <p>Speech Bubbles with simple phrases – Little Owl and the Star.</p> <p>Story Maps with simple captions using cvc words – The Gingerbread Man Duck in the Truck.</p>	<p>Characters – write simple phrases with support about the Pink Panther.</p> <p>Settings - write simple phrases with support – Aliens love underpants.</p> <p>Lists using cvc words more independently for Mr. Wolf’s Pancakes.</p> <p>Labels using newer known sounds for Humpty Dumpty. And I love you more than applesauce.</p> <p>Recipes using cvc words and known sounds/ tricky words for Mr Wolf’s Pancakes and The Magic Porridge Pot.</p> <p>Wanted/Missing posters – orally describing to an adult who scribes about Aliens love</p>	<p>Messages in provision. Mother’s Day cards.</p> <p>Character – describe Banana Man in simple phrases. Describe characters from The Magic Roundabout.</p> <p>Stories – use story maps to retell traditional tales, Jack & the Beanstalk and Rapunzel in drawing club.. Use pictures to sequence Owl babies and Superworm with simple phrases underneath.</p> <p>Instructions – building upon recipes last term. Using taught phonics and tricky words.</p> <p>Poetry – Spring Greens – writing simple cvc rhyming words with support.</p>	<p>Character descriptions of the witch in Hansel and Gretel. Description of their own car in Wacky Races.</p> <p>Setting – Lost and Found and Rosie’s Walk.</p> <p>Story Maps for Rosie’s’ Walk, We’re going on a Bear Hunt and Hansel & Gretel,.</p> <p>Labels –Seasons non-fiction topic. The Enormous Turnip</p> <p>Speech Bubbles for George and the Dragon and Lost and Found.</p>	<p>Character descriptions for Captain Planet and Mr Ben.</p> <p>Setting description for Handa’s Surprise.</p> <p>Story Maps for Goldilocks and the Three Bears</p> <p>Postcards – Little Red Riding Hood.</p> <p>Speech Bubbles for the Boy Who Unplugged the Sea. And The Lost Wolf.</p>
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		<p>Firework pictures using cvc words for Bonfire Night Poem.</p> <p>Lists using cvc words- The Gingerbread Man listing the characters</p> <p>Labels using known sounds and cvc words. For Remembrance Day.</p>	<p>underpants, the Troll in The 3 Billy Goats Gruff and the seamonster in Captain Pugwash.</p> <p>Write some independent cvc words about How to Catch a Star.</p>			
Spelling:	Phonics and Common Exception Words are taught through daily Floppy's Phonics lessons. Common Exception Words are known as 'Helpful Words' in Floppy's Phonics. (See Phonics Overview)					
Handwriting Letterjoin	Autumn – Pre-Writing Patterns (Lessons 1-20, repeated/ revisited as needed)		Spring – Printed Easy Letters and Words (Lessons 21-45, repeated/revisited as needed)		Summer – Printed Harder Letters & Words (Lessons 46 – 70 repeated/revisited as needed)	
What might early writing look like?						
	1. Pre writing		2. Letter strings		3. Early developmental spelling	

<p>Early Steps</p>	<p>I explore making marks, but I do not communicate meaning. Random scribbling.</p> 	<p>I draw pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name</p> 	<p>I write random letters with no connection between letters and sounds. I talk about my writing. Writes name from memory</p> 	<p>I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me. I often do not know what the words say.</p> 
<p>Developing Writing Words</p>	<p>I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name</p>	<p>I can hear initial sounds in words and write the letters down to match. c - cat d - dog p - pig</p>	<p>I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy sbr - strawberry</p>	<p>I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig</p>	<p>I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into</p>	<p>I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.</p>	<p>I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Plausible attempts Phase 2, 3 and 4 HF words Adjacent consonants</p>
<p>Developing Writing Sentences</p>	<p>I can formulate and say a simple sentence for writing.</p>	<p>I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls</p>	<p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others.</p> 	<p>I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.</p> 	<p>I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p> 	<p>I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.</p> 	<p>I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.</p> 

Text forms and purposes	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	I can write short captions and messages. I can write lists, greeting cards and menus.	I can write captions I can write instructions. I can write postcards.	I can write simple stories with a beginning, middle and end. I can write a letter.	I can write stories with narratives and storytelling language. I can write at length.
Development of Phonics & Spelling	See Phonics and Early Reading overview for St. Gregory's						
Development of Reading Comprehension	See Early Reading overview for St. Gregory's						
Development of Handwriting	See Letterjoin handwriting policy for St. Gregory's						

The Year 1 expectations in Literacy/English from the National Curriculum.

Where are children going?

Year 1 – Reading (Word Reading) :

-Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -Read other words of more than one syllable that contain taught GPCs - Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading. Floppy's Phonics Level 4 & 5 are taught in Year 1.

Year 1 – Reading (Comprehension):

-Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting

what might happen on the basis of what has been read so far -Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them.

Year 1 – Writing (Transcript):

Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un– Using –ing, –ed, –er and –est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 1 – Writing (Composition):

Write sentences by: Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 1 – Writing (Handwriting):

Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9 -Understand which letters belong to which handwriting ‘families’ and to practise these

Year 1 – Writing (vocabulary, grammar and punctuation)

Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark –Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing.