

Writing at Upottery – Year Reception						
Writing composition – Range of texts.						
	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Progression of core texts	Book – ‘Not Now Bernard’ Tale – ‘Three Billy Goats Gruff’ Adventure of the Past – ‘The Magic Roundabout – Bubbles’ Book – ‘We’re Going on a Bear Hunt’ Tale – ‘Goldilocks’ Adventure of the Past – Mr Benn - Zookeeper	Book – ‘What’s in the Witch’s Kitchen?’ Tale – ‘The Three Little Pigs’ Adventure of the Past – ‘Button Moon’ Book – ‘Room on a Broom’ Tale – ‘Hansel and Gretel’ Adventure of the Past – ‘Captain Pugwash Monster Ahoy’ Book – ‘The Christmas Postman’	Tale – ‘The Magic Porridge Pot’ Adventure of the Past – ‘Wacky Races’ Book – ‘The Hairy Toe’ Tale - ‘The Gingerbread Man’ Adventure of the Past – ‘Roadrunner’	Book - ‘Penguin’ Tale – ‘Chicken Licken’ Adventure of the Past - ‘Popeye’ Book – ‘Would you Rather’ Tale – ‘Jack and the beanstalk’ Adventure of the Past – ‘Pink Panther’ season 1 episode 1	Book – ‘The Tiger Who Came to Tea’ Tale – ‘The Little Red Hen’ Adventure of the Past – ‘Trapdoor Breakfast’ Book – ‘Where the Wild things are’ Tale – ‘Little Red Riding Hood’ Adventure of the Past – ‘Bat Fink – The Short Circuit Case’	Book – ‘Dear Zoo’ Book – ‘Rosie’s walk’ Adventure of the Past – ‘Willo’ the Wisp The Thoughts of Moog’ Book – ‘Pirate Pete’ Book – ‘The Giant Jam Sandwich’ Adventure of the Past – ‘Button Moon’
Independent purposeful writing outcomes	Hears initial sound consistently Writes initial sounds Confidently orally blends and segments	Can say what they want to write and orally rehearse it Blends CVC words using known GPCs Segments CVC words to write	Talks in full sentences about a key character from a text Writes 3 – 4 word sentences that themselves and others can read, with support.	Writes 3 – 4 word sentences that themselves and others can read Sometimes uses a capital letter and full stop.	Writes 3 – 4 word sentences that themselves and others can read Sometimes uses a capital letter and full stop.	Write recognisable letters, most of which are correctly formed. Writes simple phrases and sentences that can be read by others

			Writes both names using good letter formation	Forms some letters correctly.	Forms some letters correctly. Spells words consistent with their phonics knowledge using segmenting	Mostly uses a capital letter and full stop.
Links to the wider curriculum. (Communication and Language Progression)	Follows listening rules during whole class inputs Using learnt vocabulary during hands on experiences Contributes to circle time expressing ideas/thoughts Speak confidently in sentences to make themselves clear Listens attentively to stories	Follows listening rules and can talk about what they have been told Using learnt vocabulary in discussions Asks what/where questions linked to learning focus Expresses ideas/thoughts to others in play Speaks confidently in sentences connecting 2 ideas Talks about stories we have read	Completes rhymes when reading poetry or rhyming books Discusses new vocabulary from our key text during focused times Can recall an experience in sequence adding details or answering others questions Uses a story map to retell a familiar story	Asks who/when/why questions to find out more. Uses new vocabulary in different contexts Makes predictions about what will happen Adapts story map to retell a familiar story	Listens attentively during whole class inputs Contributes to group discussions with their own ideas Holds structured conversations in a small group with an adult Can talk about new vocabulary and what it means Talks about why things happen Can correct use of tense when modelled by a teacher	Contributes to whole class discussions expressing their views/feelings Ask relevant questions about what they have heard Holds conversations with peers during play New vocabulary and knowledge of books and rhymes are evident in discussions Is beginning to use tense correctly when discussion past/present/future events
Handwriting and spelling	Handwriting and spelling are taught through the Little Wandle SSP, using letter formation phrases and a structured progression of phonemes and tricky words. Each lesson has a spelling aspect, incorporating a mix of decodable and tricky words. These are then applied to writing across the curriculum.					