



Pre-School Writing

	Intent	Implementation
Autumn Term	<ul style="list-style-type: none"> Knows that the marks they make have value Distinguishes between the different marks that they make 	<ul style="list-style-type: none"> A range of writing implements – large brushes, chalk, crayons, sticks, sponges. Chalk boards, light boxes, sand, rice. Provide mark making opportunities throughout provision and in play. Write down their words and scribe stories they tell – model writing! Story time Acting out familiar stories Phase 1 phonics Draw a person
Spring Term	<ul style="list-style-type: none"> Enjoys drawing and writing on paper, on screen and in sand/playdough. Begins to make up stories, play scenarios, drawings in response to stories they know or places they have been. 	<ul style="list-style-type: none"> As above and.... Model lots of writing for a purpose (within role play, writing lists, children's names, messages for parents). Story time and telling stories. Helicopter stories Phase 1 phonics Book areas – sharing stories and telling stories (link to reading). Draw a person
Summer Term	<ul style="list-style-type: none"> Ascribes meaning to signs, symbols and words that they see in different places including those made up themselves. Attempts to write some letters of their name. Uses lines, circles, curves or letter type shapes. Emergent writing – lines, squiggles from left to write in imitation. 	<ul style="list-style-type: none"> Scribe stories, act them out. Extending familiar stories. Phase 1 phonics Lots of writing opportunities through play – dens, shops, tools for writing in all areas. Draw a person

Reception Writing

	Intent	Implementation
Autumn Term	<ul style="list-style-type: none"> Emergent writing - lines, squiggles, using letters they know (from name) within play. Writes some letters of their name. Is able to tell a simple story or event Give meaning to marks that they draw, paint or mark make in the environment. May write some phase 2 sounds (GPCs). Writes the initial sound in some simple words in their stories. 	<ul style="list-style-type: none"> As above and... Talk about the things they may write about in their play and model this (make a map for a journey, a job list for a builder, a shopping list, spells for a potion) Oral story telling through helicopter stories and time to act these out – giving value to each story. Phase 2 phonics (GPCs) Rhyming as part of daily phonics. Consider representing home languages around the setting. Draw a person
Spring Term	<ul style="list-style-type: none"> Begins to break the flow of speech into words. Begins to segment the sounds in simple words to write them down. Links sounds to letters and writes initial sounds and some middle and final sounds. To recognise a rhyming string. To know the difference between a letter and a word. To blend sounds to read VC and CVC words. Phase 3 phonics (GPCs) Writes name confidently. Writes phase 2 tricky words. 	<ul style="list-style-type: none"> As above and... Helicopter stories that the children begin writing themselves. Phase 3 phonics Shared reading and writing. Teach formation and handwriting in families (half formed correctly) Model reading and re-reading writing. Story telling in role play areas. Draw a person

Summer Term	<ul style="list-style-type: none"> • Write labels and captions. • Writes a simple sentence that can be read by others. • Writes phase 3 tricky words. • Write recognisable letters most of which are correctly formed. 	<ul style="list-style-type: none"> • As above and... • Story writing sessions in CP • Writing for a purpose in CP • Phase 3 and Phase 4 phonics Shared reading and writing. • Model reading and re-reading writing to check for sense. • Draw a person
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Statutory ELG: Writing

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.

Educational Programme: Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).