

## EPA Reception Writing Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Phonics Phase</b>  (See Phonics Progression within the 'EPA EYFS LTP')	Phase 2	Phase 2  Phase 3	Phase 3	Phase 3 Mastery	Phase 4	Phase 4 Mastery
<b>Birth to 5: Expected Progress and Outcomes (end of the term)</b>	<b>Range 4 and 5</b> (24 – 48 months old: 4 years old)	<b>Range 4 and 5</b> (24 – 48 months old: 4 years old) will secure:	<b>Range 6</b> (48 months – 71 months: 4 years old – almost 6 years old) <b>Beginning</b>	<b>Range 6</b> (48 months – 71 months: 4 years old – almost 6 years old) <b>Consolidating</b>	<b>Range 6</b> (48 months – 71 months: 4 years old – almost 6 years old) <b>Secure</b>	<b>Early Learning Goal</b>  <b>Writing ELG</b> Children at the expected level of development will:
	<b>Range 4:</b> <ul style="list-style-type: none"> <li>○ Distinguishes between the different marks they make</li> <li>○ Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</li> </ul> <b>Range 5:</b> <ul style="list-style-type: none"> <li>○ Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>○ Sometimes gives meaning to their drawings and paintings</li> <li>○ Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>○ Includes mark making and early writing in their play</li> <li>○ Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>○ Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>○ Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>○ Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>	<b>Range 6:</b> <ul style="list-style-type: none"> <li>○ Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>○ Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>○ Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>○ Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in</li> </ul>	<b>Range 6:</b> <ul style="list-style-type: none"> <li>○ Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>○ Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>○ Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>○ Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>○ Uses their developing phonic knowledge to write</li> </ul>	<b>Range 6:</b> <ul style="list-style-type: none"> <li>○ Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>○ Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>○ Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>○ Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet,</li> </ul>	<ul style="list-style-type: none"> <li>○ Write recognisable letters, most of which are correctly formed</li> <li>○ Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>○ Write simple phrases and sentences that can be read by others.</li> </ul>	

		<p>sequence, such as in their own name</p> <ul style="list-style-type: none"> <li>○ Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul>	<p>things such as labels and captions, later progressing to simple sentences</p>	<p>identifying letters and writing recognisable letters in sequence, such as in their own name</p> <ul style="list-style-type: none"> <li>○ Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul>	
<b>Specific Phonics development within writing: examples</b>	<p>Children will begin to:</p> <ul style="list-style-type: none"> <li>○ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>○ Write some letters accurately.</li> <li>○ Hear, say and write the sounds in words based on their phonic knowledge.</li> <li>○ Write Phase 2 CEW and read them back.</li> <li>○ Children to sit with correct posture at a table. In a small writing group, (Term 2).</li> <li>○ Begin to use tripod grip when writing.</li> <li>○ Are beginning to write some Phase 2 sounds, especially the beginning sounds of known words.</li> </ul>	<p>Children will begin to:</p> <ul style="list-style-type: none"> <li>○ Write words by segmenting with familiar sounds learned so far (Phase 2)</li> <li>○ To be able to break down a sentence into words and to keep it in their head.</li> <li>○ Write Phase 2 CEWs</li> </ul>	<p>Children will begin to:</p> <ul style="list-style-type: none"> <li>○ Write simple captions and sentences that they can read back.</li> <li>○ Write Phase 2 and 3 CEW and read them back.</li> <li>○ Write words by segmenting with familiar sounds learned so far (Phase 2 and Phase 3 sounds taught so far)</li> </ul>	<p>Children will begin to:</p> <ul style="list-style-type: none"> <li>○ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>○ This includes writing with Phase 3 and Phase 4 used and applied, including the key and tricky words.</li> <li>○ Re-read what they have written to check that it makes sense.</li> <li>○ Write for a range of purposes e.g. letter writing, recounts of events, stories etc...</li> </ul>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. This includes writing with Phase 3 and Phase 4 used and applied, including the key and CEWs (UL &amp; S)</p> <p>They also write some irregular common words. Phase 3 and Phase 4 key and CEWs (UL &amp; S)</p>
<b>PD progression for Writing</b>	<p>Children will begin to:</p> <ul style="list-style-type: none"> <li>○ Children to sit with correct posture at a table. In a small writing group, (Term 2).</li> <li>○ Begin to use tripod grip when writing.</li> </ul>	<p>Children will begin to:</p> <ul style="list-style-type: none"> <li>○ Beginning to form taught lower-case and capital letters correctly with adult support.</li> <li>○ Begin to use tripod grip when writing.</li> </ul>	<p>Children will begin to:</p> <ul style="list-style-type: none"> <li>○ Children to sit with correct posture at a table for a supported period of time in a small writing group.</li> <li>○ Continuing to form taught lower-case and capital letters correctly with adult support.</li> <li>○ Use tripod grip when writing.</li> </ul>	<p>Children will begin to:</p> <ul style="list-style-type: none"> <li>○ Children to use tripod grip when writing.</li> <li>○ Continuing to form taught lower-case and capital letters correctly independently.</li> <li>○ Children to sit with correct posture at a table for an extended period of time in a small writing group.</li> </ul>	<p>Children will:</p> <ul style="list-style-type: none"> <li>○ Use tripod grip when writing.</li> <li>○ Continuing to form taught lower-case and capital letters correctly independently.</li> <li>○ Children to sit with correct posture at a table for an extended period of time in a small writing group.</li> </ul>

<b>Assessment (UL&amp;S)</b> (See Phonics sounds covered so far within the 'EPA EYFS LTP')	Every 3 weeks	Every 3 weeks	Every 3 weeks	Every 3 weeks	Every 3 weeks	Every 3 weeks
<b>Reception data submitted (CLF data drop)</b>	Baseline CLF RBA	Yes	No	Yes	No	Yes

**CLF Curriculum EYFS Outcomes:**

Text Structure	Sentence Construction	Word structure/language	Punctuation	Terminology	Spelling
<p>Introduce:</p> <ul style="list-style-type: none"> <li>○ Planning tool – story map</li> <li>○ Whole class retelling of story</li> <li>○ Understanding of beginning/middle/end</li> <li>○ Retell simple 5-part story: Once upon a time, First/Then/Next/But, so Finally...happily ever after, (adapted to 3-part OR supported retell for individual needs)</li> <li>○ Simple factual sentences based around a theme</li> <li>○ Names, labels, captions, lists, diagrams, messages</li> </ul>	<p>Introduce:</p> <ul style="list-style-type: none"> <li>○ Simple sentences, simple connectives ‘and’</li> <li>○ Say a sentence, write and read it back to check it makes sense</li> <li>○ Description using adjectives e.g. a lean cat, a mean dog</li> </ul>	<p>Introduce:</p> <ul style="list-style-type: none"> <li>○ Determiners ‘he, a, my, an, this, that, his, her, their, some, all’</li> <li>○ Prepositions: up, down, in, into, out, to, onto</li> <li>○ Adjectives e.g. old, little, big, small, quiet</li> <li>○ Children exposed to similes – using like</li> <li>○ Children exposed to adverbs- e.g. luckily</li> </ul>	<p>Introduce:</p> <ul style="list-style-type: none"> <li>○ Finger spaces</li> <li>○ Full stops</li> <li>○ Capital letters</li> </ul>	<p>Introduce:</p> <ul style="list-style-type: none"> <li>○ Finger spaces</li> <li>○ Letter</li> <li>○ Grapheme</li> <li>○ Word</li> <li>○ Sentences</li> <li>○ Caption</li> <li>○ Label</li> <li>○ Full stops</li> <li>○ Capital letters</li> </ul>	<p>Introduce:</p> <ul style="list-style-type: none"> <li>○ Children use their phonic knowledge to write words in ways, which match their spoken sounds.</li> <li>○ They also write some irregular common exception words.</li> <li>○ They write simple sentences, which can be read by others.</li> <li>○ Some words are spelt correctly and others and phonetically plausible.</li> </ul>

**Ready for Year 1 – On entry to Year 1 children should be able to:**

- Use finger spaces
- Use story language in retelling
- Form lower and upper case letters correctly
- Show some awareness in their writing of full stops and capital letters
- Confidently spell using phase 3 and 4 graphemes and phonemes
- Write captions, labels and simple sentences
- Read their own writing aloud.

1

**Prioritise the development of communication and language**



Language provides the foundation of thinking and learning and should be prioritised.

High quality adult-child interactions are important and sometimes described as talking *with* children rather than just talking *to* children.

Adults have a vital role to play in modelling effective language and communication.

Use a wide range of approaches including shared reading, storytelling, and explicitly extending children's vocabulary.

2

**Develop children's early reading using a balanced approach**



Early reading requires the development of a broad range of capabilities.

Using a number of different approaches will be more effective than focusing on any single aspect of early reading.

Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.

Prior to the introduction of systematic phonics teaching, activities to develop children's phonological awareness and interest in sounds are likely to be beneficial.

3

**Develop children's capability and motivation to write**



Writing is physically and intellectually demanding.

Expressive language underpins writing and should be prioritised.

Provide a wide range of opportunities to communicate through writing and develop children's motivation to write.

Support children to develop the foundations of a fast, accurate, and efficient handwriting style.

Monitor the product and process of children's handwriting and provide additional support as necessary.

4

**Embed opportunities to develop self-regulation**



'Self-regulation' refers to children's ability to manage their own behaviour and aspects of their learning.

A number of approaches to developing self-regulation exist, including the 'Plan-Do-Review' cycle.

Embed opportunities to develop self-regulation within day-to-day activities.

Monitor the development of children's self-regulation and ensure activities remain suitably challenging.

5

**Support parents to understand how to help their children learn**



Effective parental engagement is challenging but has the potential to improve children's communication, language, and literacy.

Promising strategies include:

- encouraging parents to read to children before they can read, then to begin reading *with* children as soon as they can; and
- running workshops showing parents *how* to read and talk about books with their children effectively.

Less promising strategies include occasional home visits or homework tasks.

6

**Use high quality assessment to ensure all children make good progress**



Ensure clarity of purpose about the different assessments used in your setting.

Collect a small amount of high quality information to ensure that

- children who are struggling receive the right type of support; and
- time is used efficiently by avoiding rehearsing skills or content that children already know well.

Use assessments to inform, not replace, professional judgement.

Monitor children's sensory needs to ensure they do not impede learning.

Avoid using assessments to label children and split them into fixed groups.

7

**Use high quality targeted support to help struggling children**

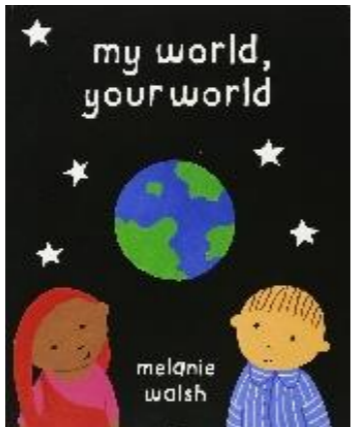
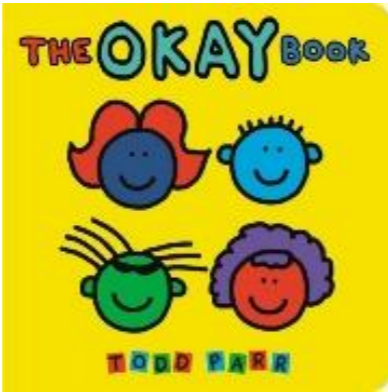


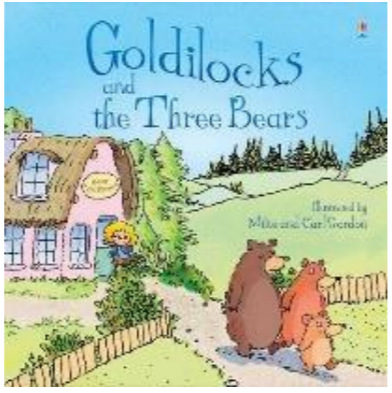
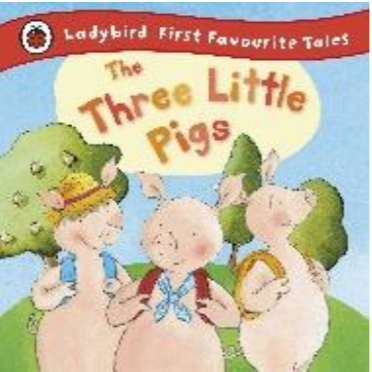
High quality targeted support can ensure that children falling behind catch up as quickly as possible.

Small-group support is more likely to be effective when:

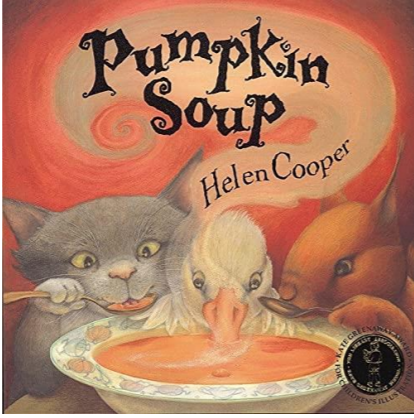
- children with the greatest needs are supported by the most capable adults;
- adults have been trained to deliver the activity being used; and
- the approach is evidence-based and has been evaluated elsewhere.

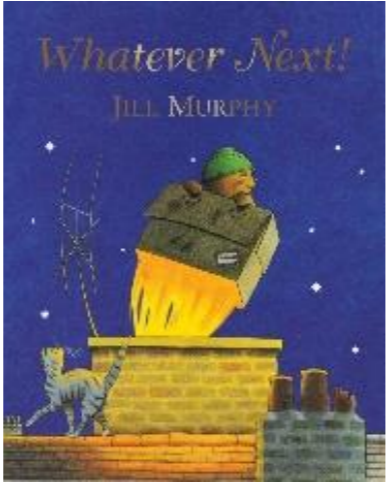
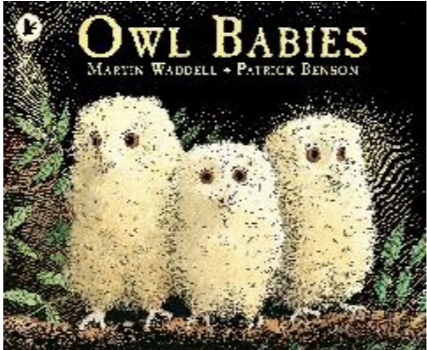
In addition to using evidence-based programmes, some specialist services are likely to be best delivered by other professionals, such as speech and language therapists.

<u>Child led learning</u>	<u>Adult led learning</u>	<u>High Quality Text</u>	<u>Phonics</u>	<u>Areas of Learning / Birth to 5</u>	<u>AFL</u>	<u>Vocabulary</u>
<b>Term 1</b>						
<p>Some provision linked to class text</p> <p>Giving meaning to marks</p> <p>Children are beginning to use phase 2 sounds in their writing during child led learning time</p> <p>Writing and recognising name</p> <p>Rehearsal of letter formation – indoor and outdoor environment</p> <p>Teacher observations of child led/independent writing.</p>	<p>Phonics sessions taught – 9:00 – 9:20 Unlocking Letters and Sounds (Revisit, Teach, Practise)</p> <p>Small Phonics groups Unlocking Letters and Sounds in the afternoon (Practise, Apply)</p> <p>Handwriting practise upon arrival separate from phonics</p> <p>Writing focus:</p> <ul style="list-style-type: none"> <li>• Gives meaning to marks</li> <li>• Use some of their print and letter knowledge in early writing</li> <li>• Write some letters accurately</li> </ul>		Phase 1 Listening	PSED: becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers	<p>Speaking and listening</p> <p>Mark making</p> <p>Retelling/joining in with stories</p>	<p>World</p> <p>Different</p> <p>Same</p> <p>School</p> <p>Home</p>
			Phase 1 Listening	<p>PSED: help them to understand different points of view and to challenge their own and others' thinking</p> <p>PSED: Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</p>	<p>Speaking and listening</p> <p>Mark making</p> <p>Retelling/joining in with stories</p>	<p>Okay</p> <p>Tall</p> <p>Short</p> <p>Freckles</p> <p>Glasses</p> <p>Laugh</p> <p>Cray</p> <p>Embedding:</p> <p>Different</p> <p>Same</p>


	Is beginning to write some Phase 2 sounds, especially the beginning sounds of known words.		Phase 2 initial sounds CVC writing	Traditional tale Repetition Number- embedding understanding of 3 Size comparison	Retelling of story Application during child led learning	Questions- who, why bowl -porridge -spoon -chair -bear -number 3 -Goldilocks
			Phase 2 initial sounds CVC writing	Traditional tale Repetition Number- embedding understanding of 3	Retelling of story Application during child led learning Story ordering	Questions- who, why brick -straw -stick -pig -house -wolf

## Term 2

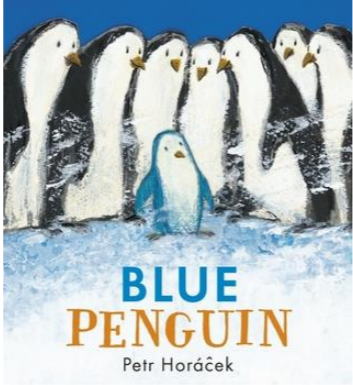
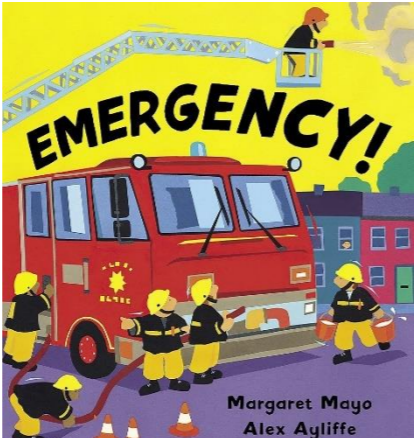
Some provision linked to class text  Continue to give meanings to marks  Children are beginning to use phase 2 sounds in their writing during child led time.	Phonics sessions taught – 9:00 – 9:20 Unlocking Letters and Sounds (Revisit, Teach, Practise)  Small Phonics groups Unlocking Letters and Sounds in the afternoon (Practise, Apply)		Begins to identify the initial sounds in words and forms letters correctly.	UTW: Developing an understanding of growth, decay and changes over time  UTW: • Talks about the features of their own immediate environment and how environments might vary from one	Application of phase 2 phonics  Retelling of the story  Application of taught writing during child lead learning.	Pumpkin Soup Cat Duck Squirrel Barrow Leaves Woods Autumn Season
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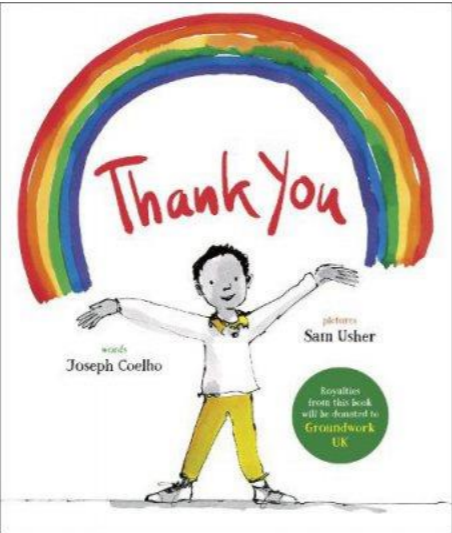
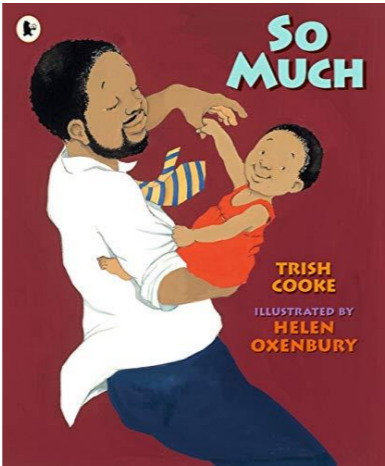
<p>- Writing phrases, labels and some sentences.</p> <p>Rehearsal of letter formation – indoor and outdoor environment.</p>	<p>Handwriting practise upon arrival separate from phonics</p> <p>Adult led writing groups recorded in books (Authors)</p>			<p>another • Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p>Role play using props.</p> <p>Oral description</p> <p>Giving meanings to marks</p>	<p><i>Guided write: labelling</i></p>	
			<p>Application of phase 2 phonics</p> <p>CVC application</p>	<p>Orally construct simple sentences</p> <p>UTW- Plan a route/sequence</p> <p>EAD: Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p>	<p>Be able to retell the story independently using props.</p> <p>Application of phonics</p> <p>Can independently orally construct sentences.</p> <p><i>Guided write: labelling</i></p>	<p>Up Down Welly boots Box Rocket Bath Cullender Picnic Owl Moon Areoplane Star</p>
			<p>Application of phase 2</p> <p>CVC words</p>	<p>Exploration of the dark</p> <p>PSED: talk opportunities about feelings and emotions</p> <p>Create own props to use for retelling</p>	<p>Retell the story using props</p> <p>Speech from the characters</p> <p><i>Guided write: caption</i></p>	<p>Mother Owl Sarah Percy Bill Woods Branch Hole Ivy Night Frightened Missing</p>



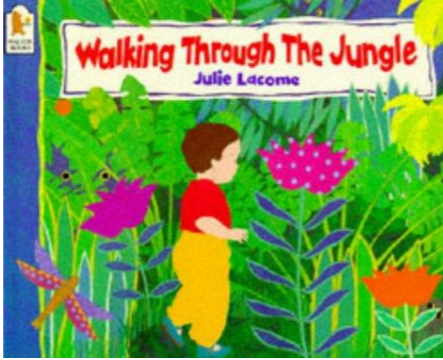
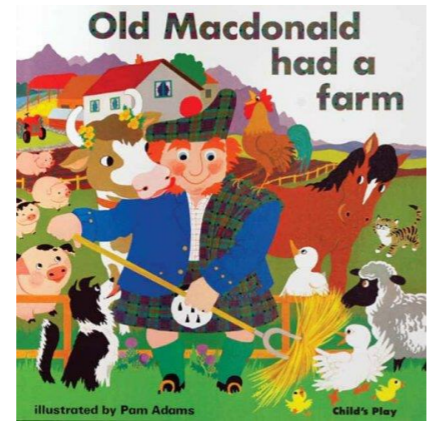
			Application of phase 2  CVC words	UTW: festival- how do some people celebrate Christmas?  UTW: changing of the seasons  EAD: painting skills  PSED: friendship / loneliness	Retell the story using props  Speech from the characters  <i>Guided write: caption</i>	Season Winter Snow Ice Skate Lines Lonely
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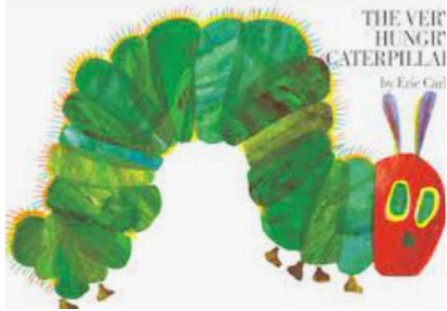
### Term 3

<p>Children are beginning to use phase 2 and 3 sounds in their writing during child led learning time, including writing phrases, labels and some sentences</p> <p>Rehearsal of letter formation – indoor and outdoor environment,</p> <p>Opportunities including writing phrases, labels and some sentences</p>	<p>Phonics sessions 9:00 – 9:30</p> <p>Handwriting practise upon arrival separate from phonics</p> <p>Adult led writing groups recorded in books (Authors)</p>		<p>Phase 2 sounds</p> <p>Phase 2 digraphs</p> <p>Beginning of phase 3</p>	<p>Explore and describe changes in materials</p> <p>Observe and record the weather outside</p> <p>Explore animals from different countries (Antarctica)</p> <p>PSED: feeling left out</p> <p>C&amp;L: verbs</p>	<p>Application of phase 2 sounds in writing</p> <p>Retelling the story independently or in a group using props/resources</p> <p><i>Guided write: sentence</i></p>	<p>Penguin Dive Jump Swim Slide Waddle Ice Antarctica Snow Whale</p>
			<p>Onomatopoeia</p> <p>Rhythm Rhyme</p> <p>Phase 2 sounds</p> <p>CVC words</p>	<p>Poetry opportunities for rhythm and rhyme</p> <p>UTW: people and communities</p> <p>PD: moving in different ways</p>	<p>Independently talk about the vehicles in the book.</p> <p>Application of phonics in writing.</p> <p>Be able to retell a line from the book with little support.</p>	<p>Emergency Police car Ambulance Breakdown train Lifeboat Police motorbike Fire-fighting plane Rescue boat Snow plough Fire engine</p>

			<p>Link back to Phase 1 listening skills/sound</p>	<p>EAD: building and joining materials</p> <p>Building positive relationships with the community</p> <p>Opportunities to hear and use unusual verbs e.g. hooking, shifting etc...</p> <p>Repetition</p>	<p>Begin to apply some elements within their child led learning.</p> <p><i>Guided write: short poem, (2 lines)</i></p>	<p>Helicopter</p> <p>Breakdown truck</p>
			<p>Phase 2 sounds</p> <p>Initial sounds if needed</p> <p>CVC words</p>	<p>Responsive to children's own experiences</p> <p>Building positive relationships with the community</p> <p>EAD: exploring colours</p> <p>Language rich</p> <p>Speech bubbles</p>	<p>Be able to sequence the story independently.</p> <p>Be able to retell the story independently with use of story props/story maps.</p> <p>Be able to ask and answer questions related to the book</p> <p><i>Guided write: sentence</i></p>	<p>Thank you</p> <p>Worries</p> <p>Rainbow</p> <p>Nurses</p> <p>Doctors</p> <p>Post Officers / Lady</p> <p>Bin collector</p> <p>Shop keepers</p> <p>Librarian</p> <p>Teachers</p>
			<p>Phase 2 sounds</p> <p>Initial sounds if needed</p> <p>CVC words</p>	<p>PSED: talk about family and feelings</p> <p>Story ordering</p> <p>Birthday cards</p> <p>'My special people'- EAD create</p>	<p>Story ordering</p> <p>Whole class retell</p> <p><i>Guided write: sentences</i></p>	<p>Baby</p> <p>Mum</p> <p>Auntie</p> <p>Uncle</p> <p>Granma</p> <p>Cousin</p> <p>Daddy</p> <p>Love</p> <p>Special Birthday</p>

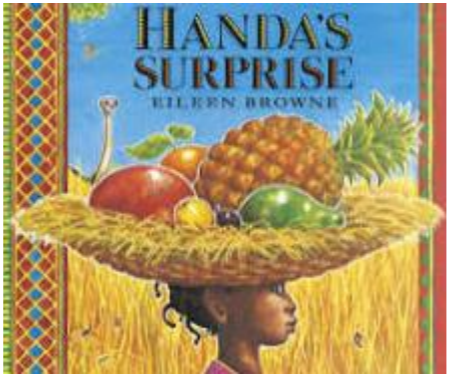
## Term 4

<p>Children are beginning to use phase 2 and 3 sounds in their writing during child led learning time, including writing phrases, labels and some sentences</p> <p>Rehearsal of letter formation – indoor and outdoor environment,</p> <p>Opportunities including writing phrases, labels and some sentences</p>	<p>Phonics sessions 9:00 – 9:30</p> <p>Handwriting practise upon arrival separate from phonics</p> <p>Adult led writing groups recorded in books (Authors)</p>		<p>Application of phase 3 phonics</p> <p>CVCC words CVC words</p> <p>CEWs spelt correctly</p>	<p>UTW: Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>Describes main story settings, events and principal characters in increasing detail • Re-enacts and reinvents stories they have heard in their play • Knows that information can be retrieved from</p> <p>Rhythm and rhyme</p> <p>Repetition</p>	<p>Be able to retell the story independently with support of story props</p> <p>Be able to ask and answer questions related to the book</p> <p><i>Guided write: sentences</i></p>	<p>Jungle Snake Tiger Elephant Lion Monkey Crocodile</p>
			<p>Application of phase 3 phonics</p> <p>CVCC words CVC words</p> <p>CEWs spelt correctly</p>	<p>Make observations of similarities and differences and begin to group observable characteristics</p> <p>Name familiar living things and their young and talk about observable similarities and differences</p> <ul style="list-style-type: none"> <li>- Pets</li> <li>- Farm animals</li> <li>- Minibeasts</li> </ul> <p>Experience visiting a farm.</p> <p>Repetition</p> <p>Song, rhythm and rhyme.</p>	<p>Be able to retell the story independently with support of song.</p> <p>Recall facts/information retrieved/taught</p> <p><i>Guided write: a new page for the book</i></p>	<p>Farm Farmer Tractor Hay Pig Cow Sheep Horse Chicken</p>

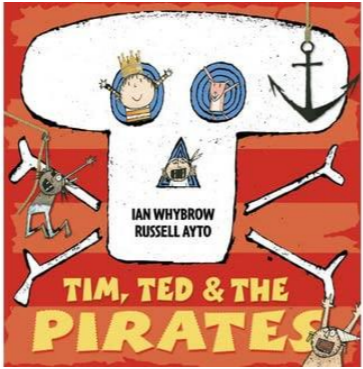
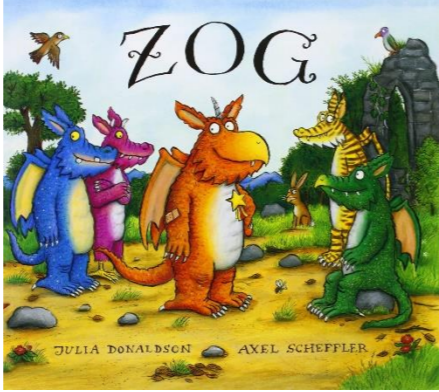
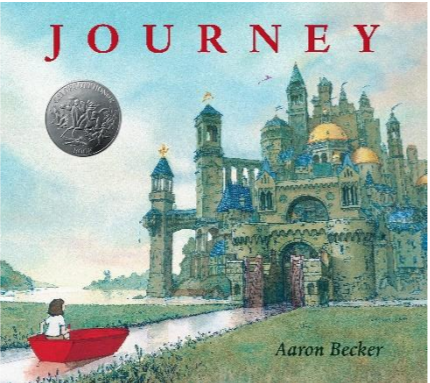
				Show care and concern for the environment.  Map exploration		
			Application of phase 2, 3 and 4 phonics throughout a variety of writing opportunities.  Most common exception words and being spelt correctly within longer pieces of writing.	Traditional tale  Days of the week – I am a historian  Sequencing events – I am a Historian  Repetition throughout the book  Number play to 5	Be able to sequence the story independently/sing a range of story resources.  Sequence days of the week  Retell the story independently  <i>Guided write: sentences</i>	Caterpillar Egg Chrysalis Butterfly Leaf Fruit Oranges Strawberries Pear Apple Variety of food

### Term 5

<p>Whole class writing or some adult initiated time</p> <ul style="list-style-type: none"> <li>- Role play</li> <li>- Phonics</li> <li>- Book making</li> <li>- Story map</li> <li>- Character exploration</li> </ul> <p>Children are continuing to use phase 3 sounds in their writing during child led/adult initiated learning time. This time includes</p>	<p>Phonics sessions taught 9:00 – 9:30 Phase 4 Cvcc Cvc Cvcc Multisyllabic words</p> <p>Handwriting practise upon arrival separate from phonics Adult led writing groups recorded in books (Authors)</p> <p>Can write words by segmenting with familiar</p>		Application of phase 2, 3 and 4 phonics throughout a variety of writing opportunities.  Most common exception words and being spelt correctly within longer pieces of writing.	UTW- festival: how do some people celebrate Ramadan?  Oracy opportunities for children to speak about their own experiences.  Retell past events.	Be able to sequence the story.  <i>Guided write: sentence</i>	Ramadan Suhoor Community Centre Sheer Kumar Iftar Iman Mosque Eid
			Application of phase 3 phonics  CVCC words CVC words	Repetition  Days of the week – I am a Historian	Know days of the week in order  Be able to retell the story using visuals	Seed Root Stem Plant Flower Growing

<p>writing labels, sentences, captions and phrases.</p> <p>Children are beginning to implement key and tricky words within their group and independent writing.</p> <p>Rehearsal of letter formation – indoor and outdoor environment.</p>	<p>sounds learned so far (phase 2 and 3)</p> <p>Sentence focus – application of phase 2 and 3 sounds and some tricky words/common exception words spelt correctly.</p>		<p>High frequency words spelt correctly</p>	<p>Experience planting seeds and observing what happens</p> <p>Observe a plant grow over time and talk about changes</p> <p>Help to take care of plants as they grow in their immediate environment.</p> <p>Sort seeds/leaves into groups by characteristics.</p> <p>Lifecycles</p>	<p>Application of phonics to retell the story</p> <p>Use of story language</p>	<p>Compost</p> <p>Gardening tools</p> <p>Days of the week</p>
			<p>Phase 2 sounds</p> <p>Initial sounds if needed</p> <p>CVC words</p>	<p>Repetition</p> <p>Number play- composition</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Healthy eating</p>	<p>Be able to sequence the story independently.</p> <p>Be able to retell the story independently with use of story props/story maps.</p> <p>Be able to ask and answer questions related to the book</p> <p>Be able to describe some of the features of fruit e.g. spiky-leaved pineapple.</p> <p><i>Guided write: sentences</i></p>	<p>Africa</p> <p>Fruits</p> <p>Delicious</p> <p>Banana</p> <p>Orange</p> <p>Mango</p> <p>Pineapple</p> <p>Animals</p> <p>Passion fruit</p>

**Term 6**

<p>Whole class teaching related to book</p> <ul style="list-style-type: none"> <li>- Narratives</li> <li>- Instructions</li> <li>- Diary entries</li> <li>- Descriptions</li> <li>- Menu</li> <li>- Character exploration</li> <li>- Setting description</li> <li>- Character Following instructions</li> </ul> <p>Children and now applying phase 2, 3 and 4 sounds to their writing regularly/consistently.</p> <p>Rehearsal of letter formation</p>	<p>Phonics sessions 9:00 – 9:30</p> <p>Handwriting practise upon arrival separate from phonics</p> <p>Adult led writing groups recorded in books (Authors)</p>		<p>Application of phase 2, 3 and 4 consistently</p> <p>Full sentences</p> <p>Capital letters, full stops and finger spaces</p>	<p>Application of story language</p> <p>Beginning, middle and end</p>	<p>Be able to write for a range of purposes independently.</p> <p>Apply phonics to writing independently and consistently</p> <p><i>Guided write: story sentences</i></p>	<p>-ship -shark -treasure -plank -teddy Beginning Middle End</p>
			<p>Application of phase 2, 3 and 4 phonics throughout writing.</p> <p>Common exception words and being spelt correctly and consistently used within writing.</p> <p>Capital letters, full stops and finger spaces</p>	<p>Fantasy focus and writing stimulus</p> <p>EAD opportunities</p> <p>Role play</p> <p>Character speech</p>	<p>Be able to apply traditional story language to writing</p> <p>Be able to retell the story using visuals</p> <p>Apply phonic knowledge taught to writing.</p> <p><i>Guided write: story sentences</i></p>	<p>Once upon a time Beginning Middle End Dragon Knight Princess Roar Fire Flying</p>
			<p>Application of phase 2, 3 and 4 phonics throughout writing.</p> <p>Common exception words and being spelt correctly and consistently used within writing.</p> <p>Capital letters, full stops and finger spaces</p>	<p>Application of story language</p> <p>Writing for a range of purposes: letter, story, instructions etc...</p>	<p>Be able to apply traditional story language to writing</p> <p>Be able to retell the story using visuals</p> <p>Apply phonic knowledge taught to writing.</p> <p><i>Guided write: story sentences</i></p>	<p>Journey Magic Forest Create Invent Fantasy</p>

