EPA Reception Writing Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Phonics Phase **(See Phonics Progression within the 'EPA EYFS LTP')**	Phase 2	Phase 2 Phase 3	Phase 3	Phase 3 Mastery	Phase 4	Phase 4 Mastery
Birth to 5: Expected Progress and Outcomes (end of the term)	**Range 4 and 5** (24 – 48 months old: 4 years old)	**Range 4 and 5** (24 – 48 months old: 4 years old) will secure:	**Range 6** (48 months – 71 months: 4 years old – almost 6 years old) ***Beginning***	**Range 6** (48 months – 71 months: 4 years old – almost 6 years old) ***Consolidating***	**Range 6** (48 months – 71 months: 4 years old – almost 6 years old) ***Secure***	**Early Learning Goal** **Writing ELG** 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 ready by others.
	Range 4: ○ Distinguishes between the different marks they make ○ Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology **Range 5:** ○ Makes up stories, play scenarios, and drawings in response to experiences, such as outings ○ Sometimes gives meaning to their drawings and paintings ○ Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves ○ Includes mark making and early writing in their play ○ Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right ○ Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes ○ Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words ○ Begins to make letter-type shapes to represent the initial sound of their name and other familiar words		**Range 6:** ○ 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 ○ Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology ○ 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 ○ 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	**Range 6:** ○ 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 ○ Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology ○ 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 ○ 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 ○ Uses their developing phonic knowledge to write	**Range 6:** ○ 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 ○ Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology ○ 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 ○ Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet,	

		sequence, such as in their own name ○ Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	things such as labels and captions, later progressing to simple sentences	identifying letters and writing recognisable letters in sequence, such as in their own name ○ Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	
Specific Phonics development within writing: examples	Children will begin to: ○ 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. ○ Write some letters accurately. ○ Hear, say and write the sounds in words based on their phonic knowledge. ○ Write Phase 2 CEW and read them back. ○ Children to sit with correct posture at a table. In a small writing group, (Term 2). ○ Begin to use tripod grip when writing. ○ Are beginning to write some Phase 2 sounds, especially the beginning sounds of known words.	Children will begin to: ○ Write words by segmenting with familiar sounds learned so far (Phase 2) ○ To be able to break down a sentence into words and to keep it in their head. ○ Write Phase 2 CEWs	Children will begin to: ○ Write simple captions and sentences that they can read back. ○ Write Phase 2 and 3 CEW and read them back. ○ Write words by segmenting with familiar sounds learned so far (Phase 2 and Phase 3 sounds taught so far)	Children will begin to: ○ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. ○ This includes writing with Phase 3 and Phase 4 used and applied, including the key and tricky words. ○ Re-read what they have written to check that it makes sense. ○ Write for a range of purposes e.g. letter writing, recounts of events, stories etc…	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 & S) They also write some irregular common words. Phase 3 and Phase 4 key and CEWs (UL & S)
PD progression for Writing	Children will begin to: ○ Children to sit with correct posture at a table. ○ Begin to use tripod grip when writing.	Children will begin to: ○ Beginning to form taught lower-case and capital letters correctly with adult support. ○ Begin to use tripod grip when writing.	Children will begin to: ○ Children to sit with correct posture at a table for a supported period of time in a small writing group. ○ Continuing to form taught lower-case and capital letters correctly with adult support. ○ Use tripod grip when writing.	Children will begin to: ○ Children to use tripod grip when writing. ○ Continuing to form taught lower-case and capital letters correctly independently. ○ Children to sit with correct posture at a table for an extended period of time in a small writing group.	Children will: ○ Use tripod grip when writing. ○ Continuing to form taught lower-case and capital letters correctly independently. ○ Children to sit with correct posture at a table for an extended period of time in a small writing group.

Assessment (UL&S) **(See Phonics sounds covered so far within the 'EPA EYFS LTP')**	Every term	Every term	Every term	Every term	Every term	Every term
Reception data submitted (CLF data drop)	Baseline CLF RBA	Yes	No	Yes	No	Yes

CLF Curriculum EYFS Outcomes:					
Text Structure	**Sentence Construction**	**Word structure/language**	**Punctuation**	**Terminology**	**Spelling**
Introduce: ○ Planning tool – story map ○ Whole class retelling of story ○ Understanding of beginning/middle/end ○ 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) ○ Simple factual sentences based around a theme ○ Names, labels, captions, lists, diagrams, messages	Introduce: ○ Simple sentences, simple connectives 'and' ○ Say a sentence, write and read it back to check it makes sense ○ Description using adjectives e.g. a lean cat, a mean dog	Introduce: ○ Determiners 'he, a, my, an, this, that, his, her, their, some, all' ○ Prepositions: up, down, in, into, out, to, onto ○ Adjectives e.g. old, little, big, small, quiet ○ Children exposed to similes – using like ○ Children exposed to adverbs- e.g. luckily	Introduce: ○ Finger spaces ○ Full stops ○ Capital letters	Introduce: ○ Finger spaces ○ Letter ○ Grapheme ○ Word ○ Sentences ○ Caption ○ Label ○ Full stops ○ Capital letters	Introduce: ○ Children use their phonic knowledge to write words in ways, which match their spoken sounds. ○ They also write some irregular common exception words. ○ They write simple sentences, which can be read by others. ○ Some words are spelt correctly and others and phonetically plausible.
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.					

Education
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PREPARING FOR LITERACY

Improving communication, language and literacy in the early years

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.

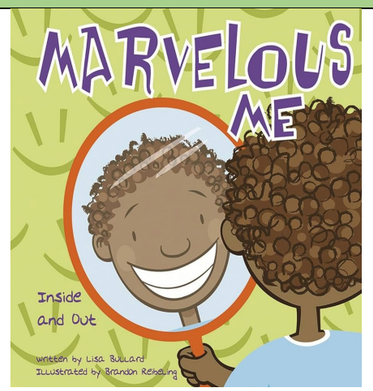
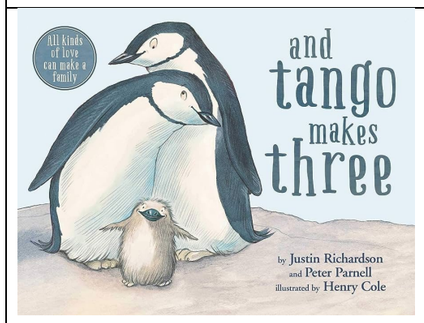
7 Use high quality targeted support to help struggling children

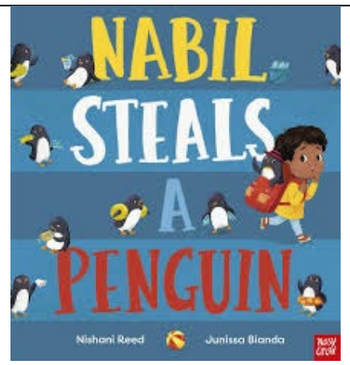
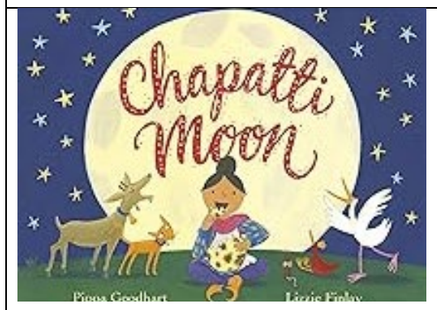
High quality targeted support can ensure that children falling behind catch up as quickly as possible.

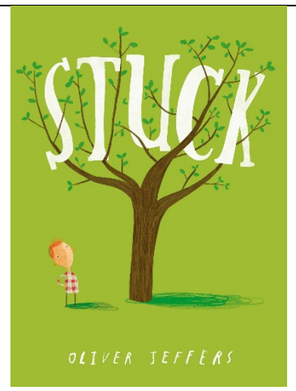
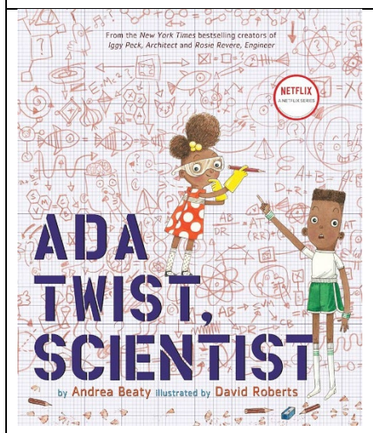
Small-group support is more likely to be effective when:

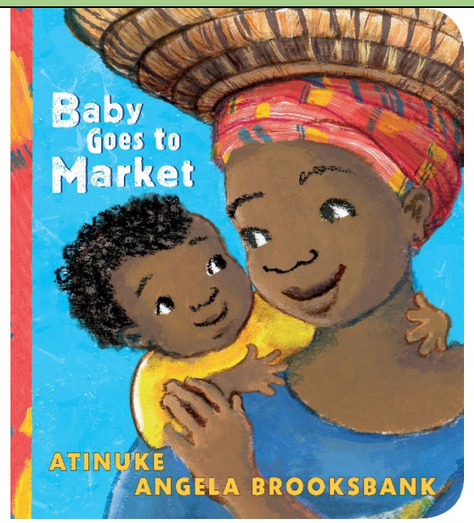
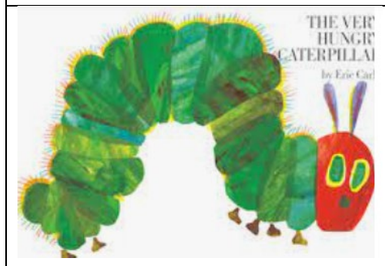
- children with the greatest needs are supported by the most capable adults;
- adults have been trained to deliver the activity being used; and
- the approach is evidence-based and has been evaluated elsewhere.

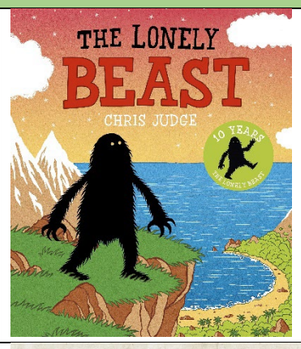
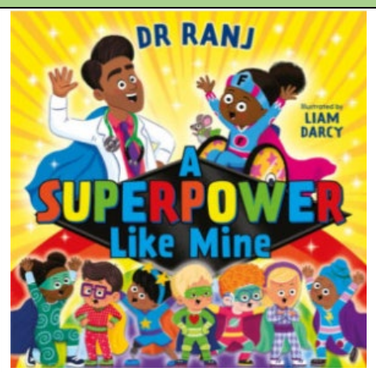
In addition to using evidence-based programmes, some specialist services are likely to be best delivered by other professionals, such as speech and language therapists.

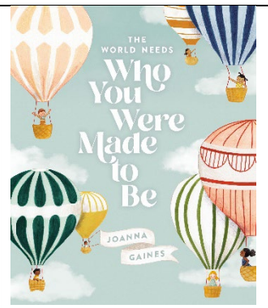
Child led learning	Adult led learning	High Quality Text	Phonics	Areas of Learning / Birth to 5	AFL
Term 1					
Some provision linked to class text Giving meaning to marks Children are beginning to use phase 2 sounds in their writing during child led learning time Writing and recognising name Rehearsal of letter formation – indoor and outdoor environment Teacher observations of child led/independent writing.	Phonics sessions taught Unlocking Letters and Sounds Amended apply section. Handwriting practise upon arrival separate from phonics Writing focus: • Gives meaning to marks • Use some of their print and letter knowledge in early writing • Write some letters accurately Is beginning to write some Phase 2 sounds, especially the beginning sounds of known words. Write their own name Is able to write some initial sounds using correct letter formation Beginning to orally segment to spell	 	Phase 1 Listening Phase 1 Listening	PSED: becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers PSED: help them to understand different points of view and to challenge their own and others' thinking PSED: Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group	Speaking and listening Mark making Retelling/joining in with stories Speaking and listening Mark making Retelling/joining in with stories
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. - Writing phrases, labels and some sentences. Rehearsal of letter formation – indoor and outdoor environment.	Phonics sessions taught Unlocking Letters and Sounds Handwriting practise upon arrival separate from phonics Handwriting practise linked to gross motor and fine motor sessions following Unlocking Letters and Sounds progression Forming some lower case letters correctly Identifying known letters and match to phase 2/3 sounds Orally construct a simple sentence for writing		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 another • Makes observations of animals and plants and explains why some things occur, and talks about changes Role play using props. Oral description Giving meanings to marks	Application of phase 2 phonics Retelling of the story Application of taught writing during child lead learning. *Guided write: labelling*
			Application of phase 2 phonics CVC application	Orally construct simple sentences UTW- Plan a route/sequence EAD: Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces	Be able to retell the story independently using props. Application of phonics Can independently orally construct sentences. *Guided write: labelling*
Term 3					

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 Rehearsal of letter formation – indoor and outdoor environment, Opportunities including writing phrases, labels and some sentences	Phonics session. Handwriting practise upon arrival separate from phonics Segmenting for spelling, representing each sound with a letter/letters Understanding the importance of and use finger spaces		Application of phase 3 phonics CVCC words CVC words CEWs spelt correctly	UTW: Knows about similarities and differences in relation to places, objects, materials and living things 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 Rhythm and rhyme Repetition	Be able to retell the story independently with support of story props Be able to ask and answer questions related to the book *Guided write: sentences*
			Application of phase 3 phonics CVCC words CVC words CEWs spelt correctly	Make observations of similarities and differences and begin to group observable characteristics Name familiar living things and their young and talk about observable similarities and differences - Pets - Farm animals - Minibeasts Experience visiting a farm. Repetition Song, rhythm and rhyme. Show care and concern for the environment.	Be able to retell the story independently with support of song. Recall facts/information retrieved/taught *Guided write: a new page for the book*

				Map exploration	
Term 4					
Whole class writing or some adult initiated time - Role play - Phonics - Book making - Story map - Character exploration Children are continuing to use phase 3 sounds in their writing during child led/adult initiated learning time. This time includes writing labels, sentences, captions and phrases. Children are beginning to implement key and tricky words within their group and independent writing. Rehearsal of letter formation – indoor and outdoor environment.	Phonics sessions taught Phase 4 Cvcc Ccvc Ccvcc Multisyllabic words Handwriting practise upon arrival separate from phonics Can write words by segmenting with familiar sounds learned so far (phase 2 and 3) Sentence focus – application of phase 2 and 3 sounds and some tricky words/common exception words spelt correctly.	 	Phase 2 sounds Initial sounds if needed CVC words Application of phase 3 phonics CVCC words CVC words High frequency words spelt correctly	Repetition Number play- composition Recognise some similarities and differences between life in this country and life in other countries. Healthy eating. Repetition Days of the week – I am a Historian Experience planting seeds and observing what happens Observe a plant grow over time and talk about changes Help to take care of plants as they grow in their immediate environment. Sort seeds/leaves into groups by characteristics.	Be able to sequence the story independently. Be able to retell the story independently with use of story props/story maps. Be able to ask and answer questions related to the book Be able to describe some of the features of fruit e.g. spiky-leaved pineapple. *Guided write: sentences* Know days of the week in order Be able to retell the story using visuals Application of phonics to retell the story Use of story language

				Lifecycles	
Term 5					
Whole class teaching related to book - Narratives - Instructions - Diary entries - Descriptions - Menu - Character exploration - Setting description - Character Following instructions Children and now applying phase 2, 3 and 4 sounds to their writing regularly/consistently. Rehearsal of letter formation	Phonics sessions Handwriting practise upon arrival separate from phonics	 	Application of phase 2, 3 and 4 consistently Captions Capital letters, full stops and finger spaces Application of phase 2, 3 and 4 phonics throughout writing. Capital letters, full stops and finger spaces Caption writing	Application of story language Beginning, middle and end Fantasy focus and writing stimulus EAD opportunities Role play Character speech	Be able to write for a range of purposes. Apply phonics to writing independently *Guided write: story sentences* Be able to apply traditional story language to writing Be able to retell the story using visuals Apply phonic knowledge taught to writing. Guided write: story sentences
Term 6					
Whole class teaching related to book - Narratives - Instructions - Diary entries - Descriptions - Menu - Character exploration - Setting description	Phonics sessions Handwriting practise upon arrival separate from phonics GLD Write recognisable letters most of which are correctly formed		Common exception words and being spelt correctly and consistently used within writing. Full sentences	Application of story language Role play Character speech	Be able to retell the story Apply phonic knowledge taught to writing Correct letter formation

- Character Following instructions Children and now applying phase 2, 3 and 4 sounds to their writing regularly/consistently. Rehearsal of letter formation	Spell words by identifying sounds in them Write simple phrases and sentences that can be read by others		Common exception words reading and writing Sequencing story Application of phase 2, 3 and 4 phonics blending and writing	GLD: Literacy	Sequencing story Be able to write for a range of purposes.independently Apply phonics to writing independently and consistently