



## Writing Long Term Planning Reception

Advent		Lent		Pentecost	
1 (6 weeks) *Bootcamp*	2 (9 weeks) Start Hungry Hen ... *Christmas Play*	1 (6 weeks)	2 (4 weeks)	1 (7 weeks) *Poetry Recitals during Pentecost Term*	2 (6 weeks) *Data Submission *
Baseline – 2WKS Time Capsules – 2WKS The Leaf Man- 2WKS	Owl Babies – 2WKS The Rainbow Fish – 2WKS Twas the night before Christmas – 2WKS  Letters to Santa Assessment – 1WK	Hungry Hen – 2WKS  Whatever Next – 2WKS  The emperors egg- 2WKS  Goodnight Moon- 2WKS	Chicks – 2WKS  When I was young -2WK  Assessment – 1WK	Jack and the Bean stalk – 2WKS  Gruffalo – 2 WKS  All Aboard the BoBO Bus – 2WKS	Fire Fighters – 2WKS  Time Capsules -2WKS
<b>Time Capsules –</b>  <b>Key knowledge:</b> <ul style="list-style-type: none"> <li>• To hold a pencil correctly and form the letter using the mnemonic</li> <li>• To write recognisable letters</li> <li>• To be able to write some Letters of my name</li> </ul>	<b>Owl Babies –</b>  <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• I can hear intitial sounds in a word</li> <li>• To write the grapheme (s,p,b)</li> <li>• To hold a pencil correctly and form the letter using the mnemonic</li> </ul>	<b>Hungry Hen</b>  <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• To hold a pencil correctly and form the letter using the mnemonic</li> <li>• To write a simple sentence with a tricky word in from set 2 (The hen got fat and the fox got thin. Wk1)</li> </ul>	<b>Chicks</b>  <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• To recognise a simple explanation book</li> <li>• To draw and label the life cycle of a chick (Shell, crack, push, chick)</li> <li>• To be able to be use phase 3</li> </ul>	<b>Jack and the Bean Stalk</b>  <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• To hold a pencil correctly and form the letter using the mnemonic</li> <li>• To know a sentence starts with a capital letter and ends with a full stop</li> <li>• To know I need finger spaces to signify a new word</li> </ul>	<b>Fire Engine is Flashing</b>  <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• To hold a pencil correctly and form the letter using the mnemonic</li> <li>• To know a sentence starts with a capital letter and ends with a full stop</li> <li>• To know I need finger spaces to signify a new word</li> </ul>



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<ul style="list-style-type: none"> <li>To know name starts with a capital letter and the rest are lower case</li> </ul> <p><b>Leaf Man</b> <b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To write recognisable letters</li> <li>To write a simple label using the sounds I know (man/ Leaf man)</li> <li>To be able to form lower case letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>I can write a cvc word (mum)</li> <li>To write a simple sentence with a tricky word in from phase 2 set 1 (I miss mum)</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know I need finger spaces to signify a new word</li> </ul> <p><b>The Rainbow Fish</b> <b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To write words with sounds I know</li> <li>To hold a pencil correctly and form the letter</li> </ul>	<ul style="list-style-type: none"> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know I need finger spaces to signify a new word</li> <li>To write a simple sentence with a tricky word in from phase 3 (The fox has a long red tail Wk2)</li> </ul> <p><b>Whatever Next</b> <b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> </ul>	<p>sounds to write ccvcc words</p> <p><b>When I Was Young</b> <b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know I need finger spaces to signify a new word</li> <li>To write a simple sentence with a tricky word in from phase 3 (In the past they had... in the past they</li> </ul>	<ul style="list-style-type: none"> <li>To write a sequence of simple sentence using any taught diagraphs/trigraphs (wk1 – Jack went up the high beanstalk.) (Wk2 Jack played the string on the harp.)</li> <li>To spell longer words containing adjacent consonants</li> </ul> <p><b>The Gruffalo</b> <b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know I need finger spaces to signify a new word</li> </ul>	<ul style="list-style-type: none"> <li>To write a sequence of simple sentence using any taught diagraphs/trigraphs (I Need my torch. I need my hose. I need my hat. I need my helmet. I need my fire truck .</li> <li>To spell longer words containing adjacent consonants</li> </ul> <p><b>Time Capsules</b> <b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know a sentence starts with a capital letter and ends with a full stop</li> </ul>
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	<p>using the mnemonic</p> <ul style="list-style-type: none"> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To write a simple sentence with a tricky word in from set 1 (The fish is.... )</li> </ul> <p><b>Twas the Night Before Christmas</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know a sentence starts with a capital</li> </ul>	<ul style="list-style-type: none"> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know I need finger spaces to signify a new word</li> <li>To write a simple sentence with a tricky word in from phase 3 (The bear went to the moon at night)</li> </ul> <p><b>The Emperors Egg</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To be able to name a non-fiction book</li> <li>To create a simple report</li> </ul>	<p>did not have....)wk1</p> <ul style="list-style-type: none"> <li>To recognise a simple information text</li> <li>To write a simple sentence with a tricky word in from phase 3 (Now we have...)wk2</li> </ul> <p><b>Writing Assessment Assessment check point: (Stimulus needed)</b></p> <ul style="list-style-type: none"> <li>Spell phase 2 tricky words</li> <li>Write simple sentences containing phase 3 diagraphs</li> </ul>	<ul style="list-style-type: none"> <li>To write a sequence of simple sentence using any taught diagraphs/trigraphs(wk1 –A mouse took a stroll in the deep dark wood.) 7</li> </ul> <p>(Wk2 He has brown fur and big feet. He has sharp teeth and big tusks. She has little feet. She is light brown. She has a long tail.)</p> <ul style="list-style-type: none"> <li>To spell longer words containing adjacent consonants</li> <li>To be able to describe a character</li> </ul> <p><b>All Aboard the Bobo Road</b></p> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To spell longer words containing adjacent consonants</li> <li>To hold a pencil correctly and form the</li> </ul>	<ul style="list-style-type: none"> <li>To know I need finger spaces to signify a new word</li> <li>To write a sequence of simple sentence using any taught diagraphs/trigraphs (Now I can... Now I am big. Now I am not little Now I can spell words like CVCC CCvC CCVC CCVCC CCCVC CCCVCC)</li> <li>To spell longer words containing adjacent consonants</li> </ul> <p><b>Transition (2 weeks)</b> <b>Time out for EYFS speak with Y1 staff members (statutory) – sharing how you have covered the Writing and previous experiences, what books</b></p>
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	<p>letter and ends with a full stop</p> <ul style="list-style-type: none"> <li>To know how to write a cvcc word using the sounds I know (Nick, sack)</li> <li>To write a simple sentence with a tricky word in from set 1 (St Nick has a big sack.)</li> </ul> <p><b>Writing Assessment Letters to Santa</b></p> <p><b>Assessment check point:</b></p> <ul style="list-style-type: none"> <li>I can write some of the phase 2 tricky words (I, to)</li> <li>I can write a cvc word (Can)</li> </ul>	<ul style="list-style-type: none"> <li>To use a ruler correctly</li> <li>To label a diagram (Penguin, egg, crack, hatch)</li> <li>To hold a pencil correctly and form the letter using the mnemonic</li> </ul> <p><b>Good Night Moon Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>To hold a pencil correctly and form the letter using the mnemonic</li> <li>To know I need finger spaces to signify a new word</li> <li>To write a simple sentence with a tricky word in from phase 3</li> </ul>		<p>letter using the mnemonic</p> <ul style="list-style-type: none"> <li>To know a sentence starts with a capital letter and ends with a full stop</li> <li>To know I need finger spaces to signify a new word</li> <li>To write a sequence of simple sentence using any taught diagraphs/trigraphs (WK1 – On the bus they saw goats, ducks and hippos) (Wk2 – on the bus we see, cats dogs and birds)</li> </ul>	<p><b>and have EYFS used for the teaching of writing so they can review what they have done</b></p>
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	<ul style="list-style-type: none"><li>• I can use finger spaces between words)</li><li>• To write words with sounds I know</li></ul>	<p>(Good night moon and red balloon wk1)</p> <ul style="list-style-type: none"><li>• To identify and recognise a rhyming string</li><li>• To write a simple poem containing rhyming pairs.</li></ul> <p>(Less experienced) Goodnight bed Goodnight ted Goodnight Pig Good night fig</p> <p>(More experienced) Goodnight clock Goodnight Sock Goodnight boat Goodnight goat Goodnight Kitten Goodnight mitten Goodnight rain Goodnight train</p>			
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