

| Advent  |  | Lent   |  | Pentecos   | Pentecost  |  |
|---|--|--|--|--|--|--|
| 1 (6 weeks)<br>*Bootcamp*   | 2 (9 weeks)<br>Start Hungry Hen<br>*Christmas Play*  | 1 (6 weeks)  | 2 (4 weeks)  | 1 (7 weeks)<br>*Poetry Recitals during<br>Pentecost Term*  | 2 (6 weeks)<br>*Data Submission *  |  |
| Baseline – 2WKS<br>Time Capsules – 2WKS<br>The Leaf Man- 2WKS   | Owl Babies – 2WKS<br>The Rainbow Fish –<br>2WKS<br>Twas the night before<br>Christmas – 2WKS<br>Letters to Santa<br>Assessment – 1WK   | Hungry Hen – 2WKS<br>Whatever Next – 2WKS<br>The emperors egg-<br>2WKS<br>Goodnight Moon-<br>2WKS  | Chicks – 2WKS<br>When I was young -2<br>Assessment – 1WK   | Jack and the Bean stalk – 2WKS<br>WK Gruffalo – 2 WKS<br>All Aboard the BoBO Bus –<br>2WKS   | Fire Fighters – 2WKS<br>Time Capsules -2WKS  |  |
| Time Capsules –   | Owl Babies –   | Hungry Hen   | Chicks   | Jack and the Bean Stalk  | Fire Engine is Flashing  |  |
| <ul> <li>Key knowledge:</li> <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> | <ul> <li>Key Knowledge: <ul> <li>I can hear intitial sounds in a word</li> </ul> </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> | <ul> <li>Key Knowledge:         <ul> <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> </li> </ul> | <ul> <li>Key Knowledge:</li> <li>To recognise simple explanation book</li> <li>To draw and label the life cycle of a chi (Shell, crack, push, chick)</li> <li>To be able to use phase 3</li> </ul> | <ul> <li>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</li> </ul> | <ul> <li>Key Knowledge:</li> <li>To hold a pencil<br/>correctly and form<br/>the letter using the<br/>mnemonic</li> <li>To know a<br/>sentence starts<br/>with a capital letter<br/>and ends with a full<br/>stop</li> <li>To know I need<br/>finger spaces to<br/>signify a new word</li> </ul> |  |



|                      |                   |                               | •                                    |                                       |                                |
|----------------------|-------------------|-------------------------------|--------------------------------------|---------------------------------------|--------------------------------|
| To know name         | I can write a cvc |                               | sounds to write                      | To write a sequence of                |                                |
| starts with a        | word (mum)        | <ul> <li>To know a</li> </ul> | ccvcc words                          | simple sentence using                 | <ul> <li>To write a</li> </ul> |
| capital letter and   |                   | sentence starts               |                                      | any taught                            | sequence of simple             |
| the rest are lower   | To write a        | with a capital                |                                      | diagraphs/trigraphs                   | sentence using any             |
| case                 | simple            | letter and ends               | When I Was Young                     | (wk1 – Jack went up the               | taught                         |
|                      | sentence with a   | with a full stop              |                                      | high beanstalk.) (Wk2                 | diagraphs/trigraphs            |
|                      | tricky word in    |                               | Key Knowledge:                       | Jack played the string                | (I Need my torch. I            |
| Leaf Man             | from phase 2      | To know I need                | <ul> <li>To hold a pencil</li> </ul> | on the harp.)                         | need my hose. I                |
| Key Knowledge:       | set 1 (I miss     | finger spaces to              | correctly and                        |                                       | need my hat. I                 |
|                      | mum)              | signify a new                 | form the letter                      | To spell longer words                 | need my helmet. I              |
| • To hold a pencil   | - ,               | word                          | using the                            | containing adjacent                   | need my fire truck .           |
| correctly and form   | To know a         |                               | mnemonic                             | consonants                            | ,                              |
| the letter using the | sentence starts   | To write a                    |                                      |                                       | • To spell longer              |
| mnemonic             | with a capital    | simple                        | To know a                            | The Gruffalo                          | words containing               |
|                      | letter and ends   | sentence with a               | sentence starts                      |                                       | adjacent                       |
| To write             | with a full stop  | tricky word in                | with a capital                       | Key Knowledge:                        | consonants                     |
| recognisable         |                   | from phase 3                  | letter and ends                      | To hold a pencil                      |                                |
| letters              | To know I need    | (The fox has a                | with a full stop                     | correctly and form the                | Time Capsules                  |
|                      | finger spaces to  | long red tail                 |                                      | letter using the                      |                                |
|                      | signify a new     | Wk2)                          | <ul> <li>To know I need</li> </ul>   | mnemonic                              | Key Knowledge:                 |
| • To write a simple  | word              |                               | finger spaces to                     |                                       | To hold a pencil               |
| label using the      | Word              |                               | signify a new                        | To know a sentence                    | correctly and form             |
| sounds I know        | The Rainbow Fish  | Whatever Next                 | word                                 | starts with a capital                 | the letter using the           |
| (man/ Leaf man)      | Key Knowledge:    | Key Knowledge:                |                                      | letter and ends with a                | mnemonic                       |
|                      | • To write words  | • To hold a pencil            | • To write a                         | full stop                             |                                |
| • To be able to form | with sounds I     | correctly and                 | simple sentence                      | i i i i i i i i i i i i i i i i i i i | To know a                      |
| lower case letters   | know              | form the letter               | with a tricky                        | • To know I need finger               | sentence starts                |
| correctly            | KIIUW             | using the                     | word in from                         | spaces to signify a new               | with a capital letter          |
| conectly             |                   | mnemonic                      | phase 3 (In the                      | word                                  | and ends with a full           |
|                      | To hold a pencil  | minemonic                     | plase 5 (in the<br>past they had     | woru                                  |                                |
|                      | correctly and     |                               | in the past they                     |                                       | stop                           |
|                      | form the letter   |                               | in the past they                     |                                       |                                |



| using the                     | <ul> <li>To know a</li> </ul>                     | did not                            | • To write a sequence of   | <ul> <li>To know I need</li> </ul>                |
|-------------------------------|---|------------------------------------|--|---|
| mnemonic                      | sentence starts                                   | have)wk1                           | simple sentence using  | finger spaces to                                  |
|                               | with a capital                                    |                                    | any taught   | signify a new word                                |
| <ul> <li>To know a</li> </ul> | letter and ends                                   | <ul> <li>To recognise a</li> </ul> | diagraphs/trigraphs(wk1  |   |
| sentence starts               | with a full stop                                  | simple                             | <ul> <li>–A mouse took a stroll</li> </ul>                           | To write a  |
| with a capital                |   | information text                   | in the deep dark wood.)  | sequence of simple                                |
| letter and ends               | <ul> <li>To know I need</li> </ul>                |                                    | 7  | sentence using any                                |
| with a full stop              | finger spaces to                                  | • To write a                       | (Wk2 He has brown fur and big  | taught  |
|                               | signify a new                                     | simple sentence                    | feet.  | diagraphs/trigraphs                               |
|                               | word  | with a tricky                      | He has sharp teeth and big   | (Now I can Now I                                  |
| • To write a                  |   | word in from                       | tusks. She has little feet.  | am big. Now I am                                  |
| simple                        | • To write a                                      | phase 3 (Now                       | She is light brown.  | not little Now I can                              |
| sentence with a               | simple  | we have)wk2                        | She has a long tail.)  | spell words like                                  |
| tricky word in                | sentence with a                                   |                                    |  | CVCC CCvC CCVC                                    |
| from set 1 (The               | tricky word in                                    | Writing Assessment                 | <ul> <li>To spell longer words</li> </ul>                            | CCVCC CCCVC                                       |
| fish is )                     | from phase 3                                      | Assessment check                   | containing adjacent  | CCCVCC)   |
|                               | (The bear went                                    | point:                             | consonants   |   |
| Twas the Night Before         | to the moon at                                    | (Stimulus needed)                  |  | <ul> <li>To spell longer</li> </ul>               |
| Christmas                     | night)  |                                    | • To be able to describe a   | words containing                                  |
|                               |   | Spell phase 2                      | character  | adjacent  |
| Key Knowledge:                |   | tricky words                       |  | consonants  |
| • To hold a pencil            | The Emperors Egg                                  |                                    | All Aboard the Bobo Road   |   |
| correctly and                 |   | Write simple                       |  |   |
| form the letter               | Key Knowledge:                                    | sentences                          | Key Knowledge:   |   |
| using the                     | • To be able to                                   | containing                         | To spell longer words  | Transition (2 weeks)                              |
| mnemonic                      | name a non-                                       | phase 3                            | containing adjacent  | Time out for EYFS speak<br>with Y1 staff members  |
|                               | fiction book                                      | diagraphs                          | consonants   |   |
| To know a                     |   |                                    | . To hold a nancil   | (statutory) – sharing how<br>you have covered the |
| sentence starts               | <ul> <li>To create a<br/>simple report</li> </ul> |                                    | <ul> <li>To hold a pencil</li> <li>correctly and form the</li> </ul> | Writing and previous                              |
| with a capital                | simple report                                     |                                    | correctly and form the   | experiences, what books                           |
|                               |   |                                    |  | experiences, what books                           |



| letter and ends    | • To use a ruler                   | Ietter using the                          | and have EYFS used for the  |
|--------------------|------------------------------------|---|-----------------------------|
| with a full stop   |                                    | mnemonic                                  | teaching of writing so they |
| with a full stop   | correctly                          | Innemonic                                 | can review what they have   |
| To be any hour     |                                    | To be any constant of                     | -                           |
| To know how        | • To label a                       | To know a sentence                        | done                        |
| to write a cvcc    | diagram                            | starts with a capital                     |                             |
| word using the     | (Penguin, egg,                     | letter and ends with a                    |                             |
| sounds I know      | crack, hatch)                      | full stop                                 |                             |
| (Nick, sack)       | To hold a pencil                   |   |                             |
|                    | correctly and                      | <ul> <li>To know I need finger</li> </ul> |                             |
| To write a         | form the letter                    | spaces to signify a new                   |                             |
| simple             | using the                          | word                                      |                             |
| sentence with a    | mnemonic                           |   |                             |
| tricky word in     |                                    | To write a sequence of                    |                             |
| from set 1 (St     | Good Night Moon                    | simple sentence using                     |                             |
| Nick has a big     | Key Knowledge:                     | any taught                                |                             |
| sack.)             | To hold a pencil                   | diagraphs/trigraphs                       |                             |
|                    | correctly and                      | (WK1 – On the bus they saw                |                             |
| Writing Assessment | form the letter                    | goats, ducks and hippos)                  |                             |
| Letters to Santa   | using the                          | (Wk2 – on the bus we see, cats            |                             |
|                    | mnemonic                           | dogs and birds)                           |                             |
| Assessment check   |                                    |   |                             |
| point:             | <ul> <li>To know I need</li> </ul> |   |                             |
| I can write        | finger spaces to                   |   |                             |
| some of the        | signify a new                      |   |                             |
| phase 2 tricky     | word                               |   |                             |
| words (I, to)      | word                               |   |                             |
|                    | • To write a                       |   |                             |
| I can write a cvc  | simple                             |   |                             |
| word (Can)         |                                    |   |                             |
| word (call)        | sentence with a                    |   |                             |
|                    | tricky word in                     |   |                             |
|                    | from phase 3                       |   |                             |



| I can use finger | (Good night                         |  |
|------------------|-------------------------------------|--|
| spaces between   | moon and red                        |  |
| words)           | balloon wk1)                        |  |
|                  |                                     |  |
| To write words   |                                     |  |
| with sounds I    | <ul> <li>To identify and</li> </ul> |  |
| know             | recognise a                         |  |
|                  | rhyming string                      |  |
|                  |                                     |  |
|                  | • To write a                        |  |
|                  | simple poem                         |  |
|                  | containing                          |  |
|                  | rhyming pairs.                      |  |
|                  | (Less experienced)                  |  |
|                  |                                     |  |
|                  | Goodnight bed                       |  |
|                  | Goodnight ted                       |  |
|                  | Goodnight Pig                       |  |
|                  | Good night fig                      |  |
|                  |                                     |  |
|                  | (More experienced)                  |  |
|                  | Goodnight clock                     |  |
|                  | Goodnight Sock                      |  |
|                  | Goodnight boat                      |  |
|                  | Goodnight goat                      |  |
|                  | Goodnight Kitten                    |  |
|                  | Goodnight mitten                    |  |
|                  | Goodnight rain                      |  |
|                  | Goodnight train                     |  |
|                  |                                     |  |
|                  |                                     |  |
|                  |                                     |  |
| I                |                                     |  |



# Writing Long Term Planning

## Reception