

## Writing Plan Reception 2024 – 25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Name writing</b>	Recognising name on name card	Starting to form letters correctly	Self registers – copying name from name card	Self registers – copying name from name card	Self registers – writing name from memory	Self registers – writing name from memory
<b>Extension</b>	Self registers – copying name from name card	Self registers – copying name from name card	Self registers – writing name from memory	Self registers – writing name from memory	Self register – writing first and surname	Self register – writing first and surname
<b>Daily group writing</b>  These begin week 3 of term and should be mixed ability groups	<b>Mon 23.09.24 – Fri 18.10.24</b>  <b>(lessons – Step 3)</b>  In groups children practise forming letter of the day correctly – start by practising in the blank space at top of page and then once practised writing a few times then practise sitting the letter on the line and correct	<b>W/b 4.11.24 until Fri 29.11.24</b>  <b>(Step 4 - 7)</b>  In groups children write cvc words from Stretch and spell section on phonics plan each day  <b>W/b 2.12.24</b>  <b>(Step 8)</b>  Over the course of consolidation	<b>W/b 6.1.25 &amp; 13.1.25</b>  <b>(Step 11 and 12)</b>  Over the course of consolidation week children write stretch and spell words.  <b>W/b 20.1.25</b>  <b>(Step 13 – 16)</b>  In groups children write words with new grapheme	<b>W/b 24.02.25 until Friday 14.03.25</b>  <b>(Step 17 – 19)</b>  In groups children write words with new grapheme and familiar words. On days 4 & 5 each week children review any words need more practise with  <b>W/b 17.03.25</b>	<b>W/b 21.04.25</b>  3 day week consolidate and write about holiday  <b>W/b 28.04.25 until Friday 16.05.25</b>  <b>(Step 23 – 25)</b>  In groups children write the words and sentences each day.	<b>W/b 02.06.25 until Friday 20.06.25</b>  <b>(Step 27 – 29)</b>  In groups children write the words and sentences each day.  <b>W/b 23.06.25</b>  <b>(Step 30)</b>  Over the course of consolidation week children

	<p>formation. On days the new sound not taught practise writing sounds of the week.</p> <p><b>WB 21.10.24</b></p> <p>Consolidation week – practise writing sounds child is still finding difficult to correctly form</p>	<p>week children write stretch and spell words.</p> <p><b>W/B 9.12.24</b></p> <p><b>(Step 9 and 10)</b></p> <p>Repeat as above</p>	<p>and familiar words. On days 4 &amp; 5 each week children review any words need more practise with</p>	<p><b>(Step 20)</b></p> <p>Over the course of consolidation week children write stretch and spell words. Put these words in simple sentences.</p> <p><b>W/b 24.03.25</b></p> <p><b>(Step 21 &amp; 22)</b></p> <p>In groups children write the words and sentences each day.</p>	<p><b>W/b 19.05.25</b></p> <p><b>(Step 26)</b></p> <p>Over the course of consolidation week children write stretch and spell words. Put these words in simple sentences.</p>	<p>write stretch and spell words. Put these words in simple sentences.</p> <p><b>W/b 30.06.25</b></p> <p><b>until end of term</b></p> <p>Daily writing session a mix of dictated sentence and independent writing using the red words and sounds that children have found tricky.</p>
Extension	<p>Children who come to school forming all letters correctly after week 1 can be asked to write vc/cvc using sounds taught</p>	<p>Children who are able to write cvc words from phonics plan can be extended to write the word in a simple dictated sentence e.g. I jog in the jam</p>	<p>Children who need extending can use the words in simple sentences.</p>	<p>Children who need extending can use the words in simple sentences.</p>	<p>Children who need extending can write a further sentence independently using words which have the sound of the week</p>	<p>Independent writing opportunities</p>

<b>Adult modelling</b>	<p>The teacher models writing daily to the whole class – this starts with individual letters and moves on to sentences ensuring that use of a capital letter, finger spaces, full stops are modelled as well as segmenting of words and handwriting.</p> <p>All staff should model these skills through independent learning time and ensure children are developing their pencil grips and motor skills.</p>					
<b>Enhancements in classroom</b>	<p>Name cards</p> <p>Letter formation cards</p> <p>Small trays with sand/ rice for mark making</p> <p>Writing patterns</p> <p>Clipboards with pencil and paper inside and outside</p> <p>Range of writing utensils</p> <p>Writing aprons so children can write on the go</p> <p>Models of adult writing</p> <p>Paper, card, whiteboards, post its</p> <p>Phonics area sounds been taught</p>	<p>As in Autumn 1 but in addition:</p> <p>Red word cards</p> <p>Blank cards and resources to make cards linked home corner – Bdays/ Xmas (celebrations)</p> <p>Doctors - Diary, appointment book</p> <p>Envelopes, postcards, blank registers</p> <p>Add to phonics table as sounds get taught</p>	<p>As term before plus:</p> <p>Blank pre made books notepads</p> <p>Tuff tray writing challenges</p> <p>Colourful sentence silly sentence builder</p> <p>Writing enhancements linked to book hook</p>	<p>As term before plus:</p> <p>Writing frames for different purposes</p> <p>Caption cards</p> <p>Writing enhancements linked to book hook</p>	<p>As term before</p> <p>Writing enhancements linked to book hook</p>	<p>As term before</p> <p>Writing enhancements linked to book hook</p>

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