
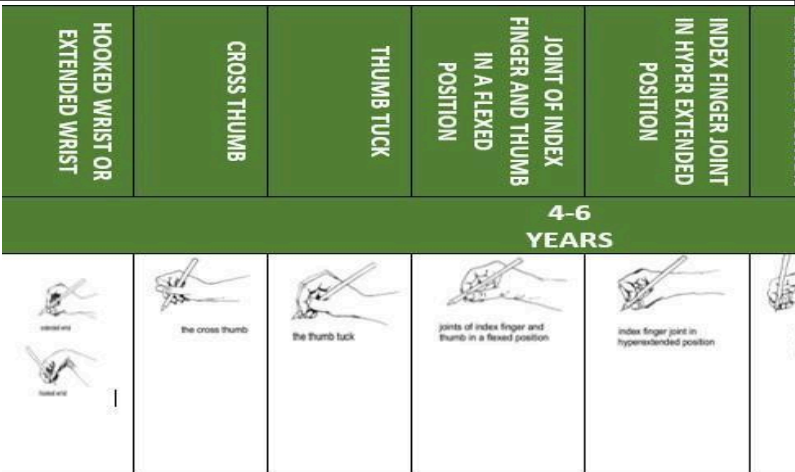



# Reception Long Term Plan

## Writing

|   | Autumn   | Spring  | Summer / Early Learning Goal  |
|---|--|---|---|
| <b>Literacy</b><br><br>Writing                            | <b>Three &amp; Four-Year Olds will be learning to</b> <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; writing 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>                               | <b>Children in Reception will be learning to</b> <ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly,</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 familiar words such as their name.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> <li>Enjoys using writing as a part of their play eg making lists, birthday cards, tickets, invitations, plans.</li> <li>Uses Fred Talk to spell words by identifying the sounds and then writing the letters.</li> <li>Can hold a sentence which is dictated by an adult or a sound box and write it down.</li> </ul> | <ul style="list-style-type: none"> <li>Write simple sentences which can be read by themselves and others.</li> <li>Use their phonic knowledge to add simple sentences to their illustrations and creations independently with the support of word mats, sound boxes and/or sound mat</li> <li>Beginning to use some high frequency words in their writing.</li> </ul> <p><b>ELG - Children at the expected level of development will</b></p> <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> |
| <b>Launchpad for Literacy</b>                             | <b>3+ Skills</b> <ul style="list-style-type: none"> <li>I can complete a sorting task using tweezers</li> <li>I can thread small beads or complete a threading card I thread and screw nuts, bolts and washer.</li> <li>I paint and draw freely</li> <li>I build structures with blocks, boxes and planks.</li> <li>I use scissors to cut</li> <li>I draw circles and can copy V, H and T</li> </ul> | <b>4+ Skills</b> <ul style="list-style-type: none"> <li>I draw a person on request with heads, legs and body</li> <li>I complete simple jigsaws that contain 6 to 10 pieces</li> <li>I track objects, pictures and text with my finger from left to right.</li> <li>I copy the letters X, V, T, H and O</li> <li>I hold a pencil using a conventional grip</li> <li>I button and unbutton</li> <li>I write one or two letters independently, usually ones from my name</li> <li>I cut on a line continuously.</li> <li>I copy triangles, squares and other geometric shapes.</li> </ul>   | <b>5+ Skills</b> <ul style="list-style-type: none"> <li>I complete jigsaws with twenty pieces or more.</li> <li>I thread needles, sew big stitches and make pom-poms.</li> <li>I coordinate shoulder, wrist and finger movements to write, moving across and down the page.</li> <li>I trace with detail</li> </ul>   |
| <b>Writing</b><br><br>Pencil Grip and Control Progression |   |    |    |