



Caversham Park Primary School

Reception Curriculum

Literacy: Writing

Key Knowledge:

- Knows all sounds for the letters for the alphabet and at least 10 digraphs.
- Knows how to write the majority of letters
- Knows how to spell some tricky/common exception words correctly, e.g. I, to, the, no.

Key Skills:

- Uses a dominant hand
- Uses a tripod pencil grip
- Write for a variety of purposes
- Say a sentence I want to write
- Write simple sentences that can be read by others
- Show awareness of full stops
- Use finger spaces to separate words in a sentence
- Segments words and represents the sounds when writing

Vocabulary:

Letter, word, sentence, compose, write, full stop, capital letter, finger space, phoneme, grapheme, digraph/trigraph, segment, adjective, noun, alliteration, rhyme.

Literature:

(see literature spine)

Enrichment:

Allow children to write about experiences, events and trips.

Adult Directed:

Daily 20 minute phonics teaching
Daily "Funky Fingers" physical development / handwriting session.
Daily English input
Regular adult modelling of composing and writing sentences and shared composition and writing.
Oral story telling.
Regular opportunities to carryout adult directed focussed writing tasks.

Continuous Provision:

Writing Area with a range for writing implements and paper/notebooks for writing.
Pencils/pens, paper, clipboards in variety of areas.
Chalkboards and chalk inside and outside.
Classroom adults modelling writing within the environment.
Phonic activity within writing area.
Sounds /tricky words displayed in classroom.
Sound / tricky word mats available in provision.

Enhanced Provision:

Large sheets of paper, boxes etc for mark making.
Mark making tools, e.g. paintbrushes, chalk and water, pens.
Tweezers, sprays, chopsticks and a variety of fine motor activities across the provision.
Tasks and templates linked to theme, interests, topic or story.
Phonic themed playdough mats, e.g. cvc mats.
Sounds/letter in messy play, water, sand.

Assessment (ELGs)

Prime Areas:

C&L - Speaking:

- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Physical Development - Fine Motor:

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

Specific Areas:

Literacy - Writing:

- 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 read by others.

Progression		
Autumn	Spring	Summer
<ul style="list-style-type: none"> • Write own name. • Mark make when writing and begin to represent some sounds correctly. • Identify and represent initial letters in words and represent these when writing. • Begin to represent some letters accurately. • Orally segment simple words on fingers and have a go at writing these. 	<ul style="list-style-type: none"> • Segment sounds in words and use growing phonic knowledge to spell simple words when writing. • Communicate ideas for writing. • Begin to write dictated sentences • Begin to compose own ideas and have a go at writing these. • Begin to break sentences into words ready for writing. • Write for different purposes. • Form many lower case letters when writing. 	<ul style="list-style-type: none"> • Orally compose simple sentences to communicate my ideas • Write short sentences with words with known letter-sound correspondences either dictated by an adult or composed independently. • Use finger spaces between words. • Use a full stop to demarcate sentences. • Re-read what they have written to check that it makes sense. • Begin to form capital letters • Write for a range of purposes.