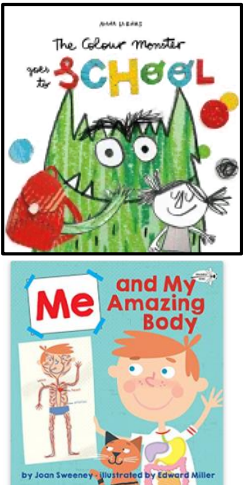

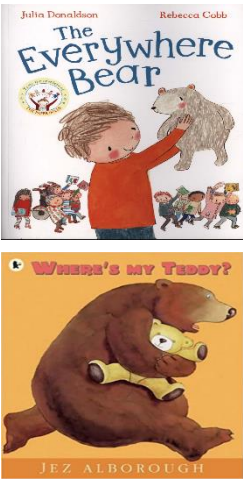
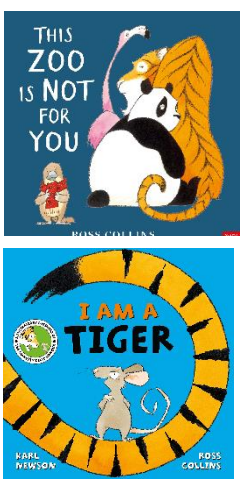

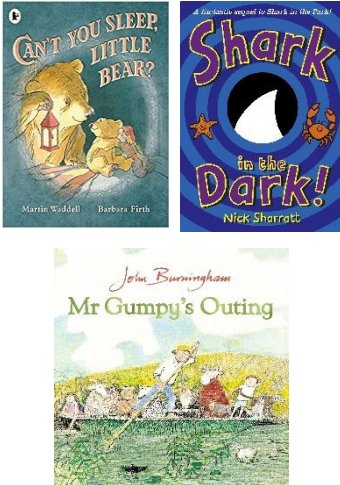


Autumn One	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts					
					
Stage 1- Learning about the text <p>The purpose of this stage is to capture the children's interest and help them get to know the text really well. This is through both 'reading as a reader' - exploring and sharing personal responses to what they read - and through 'reading as a writer' - recognising and investigating the features the writer uses to engage and manipulate the reader. It will involve some form of learning and remembering of sections of the text particularly repeated refrains.</p> <p>Each sequence will contain some or all of these:</p> <ul style="list-style-type: none"> a hook into the text reading and responding to the text 		Stage 2- Practise writing <p>During this stage, children need to try out the elements of writing so that they can use this experience when writing independently. This means they need opportunities to play around with the language and structures they've been learning about and will be supported by their teacher.</p> <p>In teaching sequences, this section tends to include many of the following:</p> <ul style="list-style-type: none"> generating ideas to write about and one idea chosen e.g. labelling, favourite part, identifying characters, I 		Stage 3- Independent writing <p>At this stage plan a range of opportunities for children to write independently. Children choose their own content to write about and collect ideas.</p> <p>Children choose their own content to write about and collect ideas.</p> <p>During this stage teachers MUST have a secure knowledge of writing development and handwriting development in order to plan for next steps in learning effectively.</p>	

<ul style="list-style-type: none">• comprehension activities e.g. discussing illustrations, making predictions,• retelling the text• talking about the text• in role in the text/drama• focus on vocabulary <p>Possible activities:</p> <p>Hot seating</p> <p>Role play</p> <p>Discussing and writing about favourite part of the story</p> <p>Identifying and labelling characters in the story e.g. puppet making</p> <p>Drawing story maps</p> <p>Small world play</p> <p>Puppet theatre</p> <p>Cooking activities related to the text</p>	<ul style="list-style-type: none">• a shared activity to generate content for the chosen content• recording key ideas alongside the structure of the text• telling and talk to generate the text• story mapping the text where necessary• Proof-reading writing. <p>Shared writing supports...</p> <ul style="list-style-type: none">• modelling writing, usually in sections applying learning from the first phase• children labelling, writing captions, writing sentences• editing writing	<p>Independent writing</p> <ul style="list-style-type: none">• Opportunities for applying writing in both indoor and outdoor activities• Writing names, Writing shopping lists, cards, messages, letters, stories, describing characters <div><p>Opportunities for writing/mark making:</p><table><tr><td>Signs</td><td>Menus (role play café/take away)</td><td></td></tr><tr><td>Labels</td><td>Prescriptions (role play doctor/vet)</td><td></td></tr><tr><td>Cards</td><td>Order forms (role play builders)</td><td></td></tr><tr><td>Letters</td><td>Food orders (role play café/take away)</td><td></td></tr><tr><td>Postcards</td><td>Stories and books</td><td>Jokes</td></tr><tr><td>Notes</td><td>Invitations</td><td>Poetry</td></tr><tr><td>Messages</td><td>Tickets</td><td>Receipts</td></tr><tr><td>Recipes</td><td>Maps</td><td>Posters</td></tr><tr><td>Sign up sheets</td><td>Shopping lists</td><td>Bills</td></tr><tr><td>Captions</td><td>Registers</td><td>Diaries</td></tr><tr><td>Instructions</td><td>Driving licences</td><td>Score sheets</td></tr></table></div>	Signs	Menus (role play café/take away)		Labels	Prescriptions (role play doctor/vet)		Cards	Order forms (role play builders)		Letters	Food orders (role play café/take away)		Postcards	Stories and books	Jokes	Notes	Invitations	Poetry	Messages	Tickets	Receipts	Recipes	Maps	Posters	Sign up sheets	Shopping lists	Bills	Captions	Registers	Diaries	Instructions	Driving licences	Score sheets
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Alongside this writing children will be given opportunities to develop their gross and fine motors skills.

Fine motor development:

Small construction equipment
Tweezers
Threading, sewing, weaving
Finger rhymes and finger puppets
Pegs and peg boards
Malleable materials – play-dough, gloop, clay, sand, shaving foam
Cutting and sticking
Puzzles of various levels of difficulty
Art materials – crayons, paint, spray bottles, sponges
Washing line and pegs
Buttons, zips and laces

Gross motor development:

Digging with spades
Throwing and catching balls, beanbags, quoits
Pulling and pushing wheeled toys
Climbing
Monkey bars
Big brushes
Large rollers
Mops
Chunky chalks
Ribbons and scarves



Writing is encouraged in a range of areas (inside and outside)

Children are given daily writing opportunities e.g. Name, labels, making cards

Writing areas are well stocked and inviting

Children have a place to display writing they have done

Children see adults write every day

Adults model writing

Adults spend time in the writing area

Adults scribe for children, including scribing narratives that emerge in children's play

Adults plan to lead shared and guided writing sessions

Children are exposed to a range of types of writing across the year e.g labels, cards, shopping lists, non-fiction writing and narrative

Do children have opportunities to practise and apply skills taught?

Parents are encouraged to share children's writing from home through our online platform