



Barnwood C of E Primary

English Writing Curriculum Plan

Year Reception



Written Forms

Story (including retellings)
Labelling
Caption
Names
Describing
Rhythm and Rhyme
Lists
Diagrams
Messages

Text Structures

Retell / visually sequence / act out with actions 5 part stories by using sentence stems
Once upon a time/First/One day
Then / next
But
So
Finally, / happily ever after

Fact Maps

Facts or information around a theme or focus – real life so they can start to distinguish between real (fact) and made up (fiction)

Rhymes and Rhymes learnt be heart and can begin to recite / finish off from lead in

Formulaic Approach to Planning the Writing Journey

Deconstruct It! – use of WAGOLLS to share stories, sentences, words and phonics.

Collect It! – explore and collect words from reading to display in environment.

Rehearse It! – learn it together until children are able to recite (almost) independently.

Write It! – teacher writes words and sentences in front of children. Children are encouraged to have a go – independently / eye to hand copied transference / shadow writing (copy over yellow).

Celebrate It! – display attempts at writing on a 'Writing Wow Board'

1:1 Early Writing Process

Inspire writing – use of a visual stimulus – picture, object or story illustration.

Verbalise it – child verbalises a word or sentence in response to stimulus.

Adult models writing with oral repeat – adult verbally repeats the child's sentence. Then writes it in front of them modelling any phonetic codes and grammatical features (capital letter/ finger space / full stop).

Read and repeat – teacher reads it back. Then child reads it back.

Independent writing – child attempts to write sentence – this can be totally on their own, transferred and copied underneath or copied over yellow writing (depending on stage of development).

(next stage of development) **Check it** – if the child has written it completely independently, they can check their attempt against the adult's writing and start to identify any corrections. This can be with or without the support of the teacher.

Inspire Writing

Talk for Writing
Invitations to write built on a familiar stimulus
Curiosity Cupboards
Talk Tables – adult observed who scribes talk
Writing Area / Table
'known' Story illustrations
Wow Word Wall
Photography
Log slices with words on to read / copy
Post a Post-it
Floor maps / story maps

Pathways to Writing

Mark making
Transference copy
Shadow copying
Matching
Writing on different mediums using different tools
Light boxes
Letter stamps
Labels and captions

Sentence Construction

Writing Components

letter
sound (phoneme)
word
sentence
question
punctuation
meaning

Simple Conjunctions:

and
who
until
but
because

Repetition for Rhythm (seen a lot I traditional tales)

He walked and walked
He ran and he ran

Repetition for Description

Lean, mean cat
He cuddled and snuggled his teddy bear.

Word / Language Structure

Prepositions:

Up
Down
In
Into
Out
To
onto

Determiners:

The a my your an this that his her their some
all

Adjectives

Old, little, big, quiet

Common Adverbs

Quickly, slowly, carefully

Simple similes

Big like an elephant
Hot like the sun

Punctuation

Capital letters

Full stops

Finger spaces

Introduce

Finger spaces
Letter/ s
Word / s
Sentence / s
Full stops
Capital letters
Phonemes