

Progression of Writing in Reception STM

This is flexible and anything can be taught earlier and where necessary.

Autumn	Spring	Summer
<ul style="list-style-type: none"> ● Writing patterns ● Letter formation ● Model CVC words ● Model use of sounds mats to write ● Encourage children to listen to sounds in words ● Talk through sentences - verbalise ideas - introduce writing mantra. <p>Thinking skills: Name writing – traced/copied Number writing – traced/copied Letter formation based on previous weeks phonics teaching</p> <p>HA: Initial sounds CVC words Simple sentences Sentence starters: I am....</p>	<p>Talk through sentences - think about what we are going to write, say, write, read and check - talking tins.</p> <p>HA: Give key words - expect them to write simple sentences sounds out everyday words. Sentence starters: He is... She is... We are... The....is...</p> <p>MA: Writing simple sentences – It is a (unaided)</p> <p>LA: writing CVC words – name unaided</p> <p>Start R&R – letter formation and spelling of simple words as appropriate.</p>	<p>Talk through sentences - think about what we are going to write, say, write, read and check - talking tins.</p> <p>HA: Writing independently</p> <p>MA: Give key words - expect them to write simple sentences sounds out everyday words.</p> <p>LA: Writing simple sentences – It is a</p>
<p>Writing area: Teacher to model the writing area. HA: Send to writing area with a focus Writing area outside - introduce writing (portable resource)</p>	<p>Provide a focus for writing. Writing area outside - model purpose for writing.</p>	<p>Super writer Writing area outside</p>

Value writing - children need to be guided/taught that they are writing for a purpose - label models, pictures with names etc throughout the whole learning process. Children to know why they are writing!