

## Reception

### Writing Assessment Indicators

#### Physical Development – Fine Motor Skills:

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

#### Literacy - Writing:

Children at the expected level of development will:

- 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

#### Autumn

- Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).
- Pick up and position a pencil correctly (near the bottom and correct way round)
- Hold a pencil using tri-pod grip with a little support
- Use the other hand to hold the paper still with support
- Be aware that writing goes from left to right – adult to model
- Write some letters from their name from memory
- Copy-write their first name correctly and begin to write it from memory
- Awareness of the language up, down, round, back, under, flick
- Begin to form lower-case letters correctly as they learn the sounds (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, zz)
- Over-write Phase 2 letters accurately, correct starting point, sequence of movement and orientation, letters on the line
- Write CVC words (Phase 2) by segmenting the sounds and then writing the sound with letter/s
- Understand that a sentence is a complete thought and it must make sense.
- Compose a label or caption orally and have a go at writing it down (Emergent writing, mark making)
- Begin to use finger spaces between words
- Begin to represent some sounds correctly in their writing e.g. initial sounds
- Copy write common tricky words from Phase 2
- Use Phase 2 tricky words in an oral sentence
- Begin to write labels and captions linked to a range of audiences and purposes (story, postcard, letters, captions, signs, posters, recounts, lists)

#### Spring



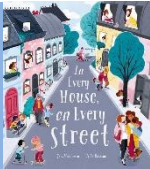
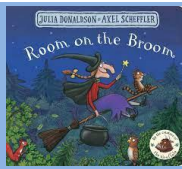

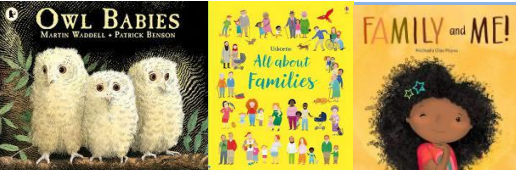
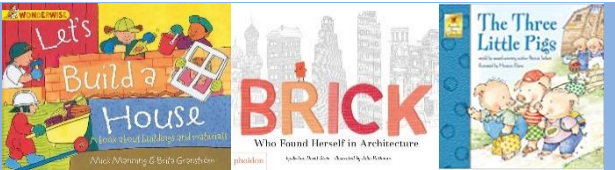

- Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)
- Hold a pencil using a tripod grip and use it effectively.
- Tilt the paper according to writing hand and hold the paper still with other hand
- Begin to write from left to right (a dot can be given to remind them where to start)
- Begin to understand the difference between a line of writing and a sentence e.g. we go onto the next line left to right
- Write first name accurately and from memory
- Copy-write surname and begin to write it from memory (forming letters correctly including capitals).
- Form lower-case letters accurately when copying a model (correct starting point, sequence of movement and orientation)
- Write taught digraphs and tri-graphs by copying a model – children know where to find phase 3 sounds in the classroom
- Begin to write CVC words containing Phase 3 GPCs by segmenting the sounds and then writing the sound with letter/s – copying digraphs and tri-graphs from a model
- Compose a simple caption or sentence orally and hold it (with support), remembering what they are going to write
- Write a simple caption or sentence
- Use finger spaces between words
- Begin to use a capital letter at the start of a sentence and full stop to end the sentence
- Begin to re-read their sentence to check for sense
- Add 's' to pluralise nouns
- Use capital I for the personal pronoun
- Copy write tricky words from Phase 3
- Use Phase 3 tricky words in an oral sentence
- Begin to use a 'Grow the Code' chart to help find the correct grapheme for a sound
- Write captions and sentences linked to a range of audiences and purposes (story, postcard, letters, captions, signs, posters, recounts, lists)

#### Summer

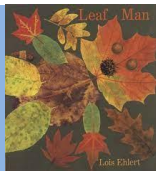

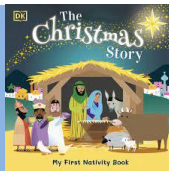

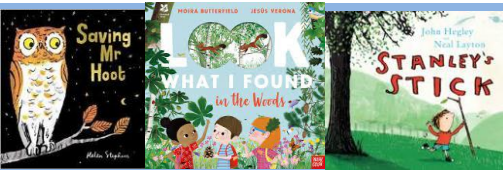

- Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)
- Hold a pencil effectively and with good control, using tripod grip and holding close to point
- Write letters on the line
- Use the full width of the page, writing from left to right, top to bottom.
- Use finger spaces, capital letters and full stops for a sentence
- Write full name accurately including capital letters
- Form recognisable letters, most of which are correctly formed (sequence of movement and orientation)
- Write consonant digraphs (ck, qu, ch, sh, th, ng) from memory and copy write vowel digraphs/tri-graphs from display or sound mat ( ai, ee, igh, oa, oo,oo, ar, or, ur, ow, oi, ear, air, ure, er)
- Write CVC words containing Phase 3 graphemes with more confidence, by segmenting the sounds and then writing the sound with letter/s (words containing consonant digraphs from memory, vowel digraphs/tri-graphs copy write)
- Use Phase 2 and 3 graphemes within Phase 4 words
- Write Phase 2 and 3 tricky words from memory and copy-write tricky words from Phase 4
- Write 2-syllable words containing taught sounds
- Compose a sentence orally and hold it, remembering what they are going to write
- Write short sentences with words with known sound-letter correspondences, using a capital letter and full stop
- Re-read writing to check that it makes sense.
- Understand and use simple adjectives (colour and size) e.g. 'The dog is black.'
- Write a small amount of sentences for a range of audience and purposes (story, postcard, letters, captions, signs, posters, recounts, lists)
- Use the conjunction and
- Begin to write in chronological order

# Reception

## Autumn 1

Text Choice	 <p>All about me</p>		 <p>My family</p>		 <p>Homes</p>		 <p>Autumn Festivals</p>									
Linked Texts																
Writing CAP	<p><b>Context:</b> A label for a photograph  <b>Audience:</b> Teacher  <b>Purpose:</b> To show who is in the photograph                  (To orally talk about themselves)</p>		<p><b>Context:</b> A named self-portrait  <b>Audience:</b> Reception friends  <b>Purpose:</b> To show what I look like                  (To orally describe themselves)</p>		<p><b>Context:</b> A labelled picture of something that makes me happy  <b>Audience:</b> Year 1  <b>Purpose:</b> To show what makes me happy                  (To orally explain what makes them happy)</p>		<p><b>Context:</b> A labelled picture of my family  <b>Audience:</b> Teacher  <b>Purpose:</b> To show who is in my family                  (To orally explain who is in their family)</p>		<p><b>Context:</b> A labelled picture of my house  <b>Audience:</b> Teacher  <b>Purpose:</b> To show what my house is like                  (To orally describe what their house is like)</p>		<p><b>Context:</b> A labelled photograph of a home I have made  <b>Audience:</b> Parents  <b>Purpose:</b> To show the features of a home                  (To orally explain what they have built)</p>		<p><b>Context:</b> List of ingredients  <b>Audience:</b> The witch  <b>Purpose:</b> To know what to include in a potion                  (To orally give instructions for making the potion)</p>		<p><b>Context:</b> A label or caption for characters/items  <b>Audience:</b> Teacher  <b>Purpose:</b> To show which characters/items are in the story                  (To orally recall more than one character from the story)</p>	
Composition	<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round)</li> <li>Hold a pencil using tripod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Copy write their first name correctly and begin to write it from memory</li> </ul>		<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round)</li> <li>Hold a pencil using tripod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Copy write their first name correctly and begin to write it from memory</li> </ul>		<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round)</li> <li>Hold a pencil using tripod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Copy write their first name correctly and begin to write it from memory</li> <li>Compose a label of something that makes them happy orally and have a go at writing it down (Emergent writing, mark making)</li> <li>Begin to represent some sounds correctly in their writing e.g. initial sounds</li> </ul>		<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round)</li> <li>Hold a pencil using tripod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Be aware that writing goes from left to right – adult to model</li> <li>Write some letters from their name from memory</li> <li>Copy write their first name correctly and begin to write it from memory</li> <li>Compose a label for family members orally and have a go at writing it down (Emergent writing, mark making)</li> <li>Begin to represent some sounds correctly in their writing e.g. initial sounds</li> </ul>		<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round) using a tri-pod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Be aware that writing goes from left to right – adult to model</li> <li>Write some letters from their name from memory</li> <li>Copy write their first name correctly and begin to write it from memory</li> <li>Compose a label for the 'Leaf Thief' orally (e.g. a word to describe the thief) and have a go at writing it down (Emergent writing, mark making)</li> <li>Begin to represent some sounds correctly in their writing e.g. initial sounds</li> </ul>		<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round) using a tri-pod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Be aware that writing goes from left to right – adult to model</li> <li>Write some letters from their name from memory</li> <li>Copy write their first name correctly and begin to write it from memory</li> <li>Compose a label for the 'Leaf Thief' orally (e.g. a word to describe the thief) and have a go at writing it down (Emergent writing, mark making)</li> <li>Begin to represent some sounds correctly in their writing e.g. initial sounds</li> </ul>		<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round) using a tri-pod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Be aware that writing goes from left to right – adult to model</li> <li>Begin to write their first name from memory</li> <li>Compose one or more labels for the characters from the story orally and have a go at writing it down (Emergent writing, mark making)</li> <li>Begin to represent some sounds correctly in their writing e.g. initial sounds</li> </ul>		<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round) using a tri-pod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Be aware that writing goes from left to right – adult to model</li> <li>Begin to write their first name from memory</li> <li>Compose a label or caption to say what is in an illustration orally and have a go at writing it down (Emergent writing, mark making)</li> <li>Begin to represent some sounds correctly in their writing e.g. initial sounds</li> <li>If writing a caption, begin to use finger spaces between words</li> </ul>	
Transcription	<ul style="list-style-type: none"> <li>Begin to form lower-case letters correctly as they learn the sounds: s a t p</li> </ul>		<ul style="list-style-type: none"> <li>Begin to form lower-case letters correctly as they learn the sounds: i n m d</li> </ul>		<ul style="list-style-type: none"> <li>Begin to form lower-case letters correctly as they learn the sounds: g o c k</li> </ul>		<ul style="list-style-type: none"> <li>Begin to form lower-case letters correctly as they learn the sounds: ck e u r</li> </ul>		<ul style="list-style-type: none"> <li>Begin to form lower-case letters correctly as they learn the sounds: h b f l</li> </ul>		<ul style="list-style-type: none"> <li>Recap formation of lower-case letters that children are less secure with</li> <li>Challenge: Write CVC words using the key grapheme of the day</li> </ul>		<ul style="list-style-type: none"> <li>Recap formation of lower-case letters that children are less secure with</li> <li>Challenge: Write CVC words using the key grapheme of the day</li> </ul>		<ul style="list-style-type: none"> <li>Recap formation of lower-case letters that children are less secure with</li> <li>Challenge: Write CVC words using the key grapheme of the day</li> </ul>	

## Autumn 2

<b>Text Choice</b>	 Autumn	 Into the Woods	 Christmas				
<b>Linked Texts</b>							
<b>Writing CAP</b>	<p><b>Context:</b> A labelled character made from leaves  <b>Audience:</b> Year 1  <b>Purpose:</b> To identify the character (To orally describe the character in a full sentence)</p>	<p><b>Context:</b> Fact label or caption  <b>Audience:</b> Reception friends  <b>Purpose:</b> To give information about a season (To orally inform in a full sentence)</p>	<p><b>Context:</b> A label or caption for an illustration  <b>Audience:</b> Reception friends  <b>Purpose:</b> To retell one part of the story (scribed) (To orally retell the part of the story in a full sentence)</p>	<p><b>Context:</b> A label or caption to describe a character's house  <b>Audience:</b> Teacher  <b>Purpose:</b> To describe a character's house (To orally describe in a full sentence)</p>	<p><b>Context:</b> A line for a class/group poem to describe what a stick can be  <b>Audience:</b> Parents  <b>Purpose:</b> To show what else a stick could be (To orally explain what the stick could be in a full sentence)</p>	<p><b>Context:</b> A card  <b>Audience:</b> Family  <b>Purpose:</b> To give Christmas wishes (To orally tell a full sentence of Christmas wishes)</p>	<p><b>Context:</b> A list or letter  <b>Audience:</b> Father Christmas  <b>Purpose:</b> To let Father Christmas know what we want for Christmas (To orally list things they would like)</p>
<b>Composition</b>	<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round) using a tripod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Be aware that writing goes from left to right – adult to model</li> <li>Begin to write their first name from memory</li> <li>Compose a label or caption orally and have a go at writing it down</li> <li>Begin to represent some sounds correctly in their writing e.g. initial sounds</li> <li>If writing a caption, begin to use finger spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round) using a tripod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Be aware that writing goes from left to right – adult to model</li> <li>Begin to write their first name from memory</li> <li>Compose a label or caption orally and have a go at writing it down</li> <li>Begin to represent some sounds correctly in their writing e.g. initial sounds</li> <li>If writing a caption, begin to use finger spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round) using a tripod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Be aware that writing goes from left to right – adult to model</li> <li>Begin to write their first name from memory</li> <li>Begin to copy-write their surname</li> <li>Retell a part of the story (with this scribed).</li> <li>Compose a label or caption orally and have a go at writing it down (about the part of the story they have retold)</li> <li>Begin to represent some sounds correctly in their writing e.g. initial sounds</li> <li>If writing a caption, begin to use finger spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round) using a tripod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Be aware that writing goes from left to right – adult to model</li> <li>Begin to write their first name from memory</li> <li>Begin to copy-write their surname</li> <li>Compose a label or caption to describe a character's house</li> <li>Begin to represent some sounds correctly in their writing</li> <li>If writing a caption, begin to use finger spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round) using a tripod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Be aware that writing goes from left to right – adult to model</li> <li>Begin to write their first name from memory</li> <li>Begin to copy-write their surname</li> <li>Compose a label or captions to explain what a stick could be and have a go at writing these down, adding this to a class poem</li> <li>Begin to represent some sounds correctly in their writing</li> <li>If writing a caption, begin to use finger spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round) using a tripod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Be aware that writing goes from left to right – adult to model</li> <li>Begin to write their first name from memory</li> <li>Begin to copy-write their surname</li> <li>Compose a label or caption for inside a card orally and have a go at writing it down</li> <li>Begin to represent some sounds correctly in their writing</li> <li>If writing a caption, begin to use finger spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>Begin to sit correctly at a table with 2 legs on the floor (support to tuck chair in and not to swing).</li> <li>Pick up and position a pencil correctly (near the bottom and correct way round) using a tripod grip with a little support</li> <li>Use the other hand to hold the paper still with support</li> <li>Be aware that writing goes from left to right – adult to model</li> <li>Begin to write their first name from memory</li> <li>Begin to copy-write their surname</li> <li>Compose a list of labels or caption orally and have a go at writing it down</li> <li>Challenge: Include this in a letter to Father Christmas</li> <li>Begin to represent some sounds correctly in their writing</li> <li>If writing a caption, begin to use finger spaces between words</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>Begin to form lower-case letters correctly as they learn the sounds: ff ll ss j</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form lower-case letters correctly as they learn the sounds: v w x y</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form lower-case letters correctly as they learn the sounds: z zz qu</li> </ul>	<ul style="list-style-type: none"> <li>Write CVC words (Phase 2) by segmenting the sounds and then writing the sound with letter/s: can, back, run, sun</li> <li>Copy write common tricky words from Phase 2: go, to</li> </ul>	<ul style="list-style-type: none"> <li>Write CVC words (Phase 2) by segmenting the sounds and then writing the sound with letter/s: fill, jam, dad, bag</li> <li>Copy write common tricky words from Phase 2: no, into</li> </ul>	<ul style="list-style-type: none"> <li>Write CVC words (Phase 2) by segmenting the sounds and then writing the sound with letter/s: cup, pot, ship, bags</li> <li>Copy write common tricky words from Phase 2: we, me</li> </ul>	<ul style="list-style-type: none"> <li>Write CVC words (Phase 2) by segmenting the sounds and then writing the sound with letter/s: ring, dogs, cat, fish</li> <li>Copy write common tricky words from Phase 2: she, be</li> </ul>

# Reception

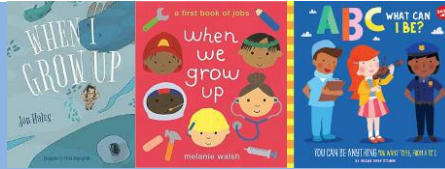
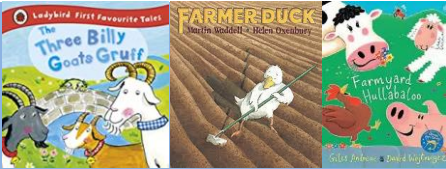

## Spring 1

Text Choice	 <p>Winter</p>	 <p>People Who Help Us</p>	 <p>Spring Festivals</p>			
Linked Texts						
Writing CAP	<p><b>Context:</b> A caption or sentence for an illustration  <b>Audience:</b> Reception friends  <b>Purpose:</b> To retell one part of the story (To orally retell part of the story in sentences)</p>	<p><b>Context:</b> A postcard (picture and caption)  <b>Audience:</b> Reception friends  <b>Purpose:</b> To recount a trip to the Arctic (To orally recount a trip in sentences)</p>	<p><b>Context:</b> A captioned picture recounting a time they have been helped (e.g. visit to the doctor/dentist/vet)  <b>Audience:</b> Parents  <b>Purpose:</b> To recount how someone has helped me (To orally recount in sentences)</p>	<p><b>Context:</b> A caption or sentence explaining what someone does to help  <b>Audience:</b> Year 1  <b>Purpose:</b> To explain the job of someone who helps us (To orally explain in sentences)</p>	<p><b>Context:</b> An instruction  <b>Audience:</b> Teacher  <b>Purpose:</b> To tell someone how to make a pancake (To orally give more than one instruction)</p>	<p><b>Context:</b> Recount of a pancake race  <b>Audience:</b> Year 2  <b>Purpose:</b> To tell the reader the events (To orally recount more of the race in sentences)</p>
Composition	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil using a tripod grip and use it effectively.</li> <li>Tilt the paper according to writing hand and hold the paper still with other hand</li> <li>Begin to write from left to right (a dot can be given to remind them where to start)</li> <li>Write first name accurately and from memory</li> <li>Copy write surname and begin to write it from memory (forming letters correctly including capitals).</li> <li>Form lower-case letters accurately when copying a model</li> <li>Compose a simple caption or sentence orally and hold it (with support), remembering what they are going to write</li> <li>Write a simple caption or sentence to retell one part of the story</li> <li>Use finger spaces between words</li> <li>Begin to use a capital letter at the start of a sentence and full stop to end the sentence</li> <li>Use capital I for the personal pronoun</li> <li>Begin to re-read their sentence to check for sense</li> <li>Use the tricky words that have been taught</li> <li>Begin to use a 'Grow the Code' chart to help find the correct grapheme for a sound</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil using a tripod grip and use it effectively.</li> <li>Tilt the paper according to writing hand and hold the paper still with other hand</li> <li>Write first name accurately and from memory</li> <li>Copy write surname and begin to write it from memory (forming letters correctly including capitals).</li> <li>Form lower-case letters accurately when copying a model</li> <li>Compose a simple caption or sentence orally and hold it (with support), remembering what they are going to write</li> <li>Write a simple caption or sentence to recount a trip to the Arctic.</li> <li>Use finger spaces between words</li> <li>Begin to use a capital letter at the start of a sentence and full stop to end the sentence</li> <li>Use capital I for the personal pronoun</li> <li>Begin to re-read their sentence to check for sense</li> <li>Use the tricky words that have been taught</li> <li>Begin to use a 'Grow the Code' chart to help find the correct grapheme for a sound</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil using a tripod grip and use it effectively.</li> <li>Tilt the paper according to writing hand and hold the paper still with other hand</li> <li>Write first name accurately and from memory</li> <li>Copy write surname and begin to write it from memory (forming letters correctly including capitals).</li> <li>Form lower-case letters accurately when copying a model</li> <li>Compose a simple caption or sentence orally and hold it (with support), remembering what they are going to write</li> <li>Write a simple caption or sentence recounting a time they have been helped (e.g. visit to the doctor/dentist/vet)</li> <li>Use finger spaces between words</li> <li>Begin to use a capital letter at the start of a sentence and full stop to end the sentence</li> <li>Use capital I for the personal pronoun</li> <li>Begin to re-read their sentence to check for sense</li> <li>Use the tricky words that have been taught</li> <li>Begin to use a 'Grow the Code' chart to help find the correct grapheme for a sound</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil using a tripod grip and use it effectively.</li> <li>Tilt the paper according to writing hand and hold the paper still with other hand</li> <li>Write first name accurately and from memory</li> <li>Copy write surname and begin to write it from memory (forming letters correctly including capitals).</li> <li>Form lower-case letters accurately when copying a model</li> <li>Compose a simple caption or sentence orally and hold it (with support), remembering what they are going to write</li> <li>Write a simple caption or sentence explaining</li> <li>Begin to use a capital letter at the start of a sentence and full stop to end the sentence</li> <li>Use capital I for the personal pronoun</li> <li>Begin to re-read their sentence to check for sense</li> <li>Use the tricky words that have been taught</li> <li>Begin to use a 'Grow the Code' chart to help find the correct grapheme for a sound</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil using a tripod grip and use it effectively.</li> <li>Tilt the paper according to writing hand and hold the paper still with other hand</li> <li>Write first name accurately and from memory</li> <li>Copy write surname and begin to write it from memory (forming letters correctly including capitals).</li> <li>Form lower-case letters accurately when copying a model</li> <li>Compose a simple caption or sentence orally and hold it (with support), remembering what they are going to write</li> <li>Compose a label, series of labels of bossy imperative verbs or captions for picture steps of instructions and have a go at writing these down</li> <li>Use finger spaces between words</li> <li>Begin to use a capital letter at the start of a sentence and full stop to end the sentence</li> <li>Use capital I for the personal pronoun</li> <li>Begin to re-read their sentence to check for sense</li> <li>Use the tricky words that have been taught</li> <li>Begin to use a 'Grow the Code' chart to help find the correct grapheme for a sound</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil using a tripod grip and use it effectively.</li> <li>Tilt the paper according to writing hand and hold the paper still with other hand</li> <li>Write first name accurately and from memory</li> <li>Copy write surname and begin to write it from memory (forming letters correctly including capitals).</li> <li>Form lower-case letters accurately when copying a model</li> <li>Compose a simple caption or sentence orally and hold it (with support), remembering what they are going to write</li> <li>Write a simple caption or sentence to recount the pancake race</li> <li>Use finger spaces between words</li> <li>Begin to use a capital letter at the start of a sentence and full stop to end the sentence</li> <li>Use capital I for the personal pronoun</li> <li>Begin to re-read their sentence to check for sense</li> <li>Use the tricky words that have been taught</li> <li>Begin to use a 'Grow the Code' chart to help find the correct grapheme for a sound</li> </ul>

<b>Transcription</b>	<ul style="list-style-type: none"> <li>Write CVC words (Phase 2) by segmenting the sounds and then writing the sound with letter/s: buzz, mum, zip, chick</li> <li>Copy write common tricky words from Phase 2: he, of</li> <li>Challenge: Write a simple caption for one or more of the words a buzz, mum on the bus, zip up, hen and chick</li> </ul>	<ul style="list-style-type: none"> <li>Write CVC words (Phase 3) by segmenting the sounds and then writing the sound with letter/s: rain, feet, night, coat</li> <li>Copy write common tricky words from Phase 2: the, as</li> <li>Challenge: Write a simple caption for one or more of the words wet rain, big feet, long night, the thick coat</li> </ul>	<ul style="list-style-type: none"> <li>Write CVC words (Phase 3) by segmenting the sounds and then writing the sound with letter/s: food, book, park, born</li> <li>Copy write common tricky words from Phase 3: was, you</li> <li>Challenge: Write a simple caption for one or more of the words: good food, fun book, at the park, born in the wood</li> </ul>	<ul style="list-style-type: none"> <li>Write CVC words (Phase 3) by segmenting the sounds and then writing the sound with letter/s: hurt, down, boil, hear</li> <li>Copy write common tricky words from Phase 3: my, all</li> <li>Challenge: Write a simple caption for one or more of the words: hurt leg, go down, boil up, hear the rain</li> </ul>	<ul style="list-style-type: none"> <li>Write CVC and longer words (Phase 3) by segmenting the sounds and then writing the sound with letter/s: chair, letter, rabbit, hidden</li> <li>Copy write common tricky words from Phase 3: are, sure</li> <li>Challenge: Write a simple caption for one or more of the words: high chair, a pet rabbit, a hidden letter</li> </ul>	<ul style="list-style-type: none"> <li>Write longer words (Phase 3) by segmenting the sounds and then writing the sound with letter/s: laptop, rocket, carpet, bedroom</li> <li>Copy write common tricky words from Phase 3: pure, by</li> <li>Challenge: Write a simple caption for one or more of the words a red laptop, the long rocket, wet carpet, my bedroom</li> </ul>
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**Spring 2**

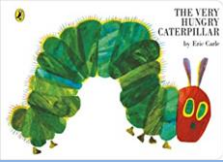
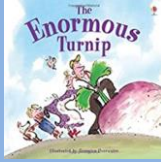




<b>Text Choice</b>	 When I Grow Up	 Down on the Farm	 Spring
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<b>Linked Texts</b>			
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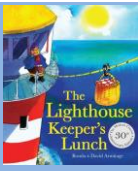



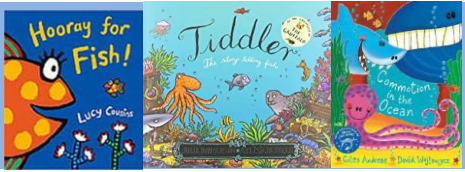
<b>Writing CAP</b>	<p><b>Context:</b> A caption or sentence for a picture  <b>Audience:</b> Parents  <b>Purpose:</b> To explain what I want to be when I grow up          (To orally explain what I want to be and why)</p>	<p><b>Context:</b> A caption or sentence for an photograph  <b>Audience:</b> Reception  <b>Purpose:</b> To explain what my parent's job is          (To orally explain in more detail)</p>	<p><b>Context:</b> Instructions in the form of directions  <b>Audience:</b> Hefty Hugh and Lanky Len  <b>Purpose:</b> To direct them to the fine prize cow          (To orally instruct how to get to the cow in more than one step)</p>	<p><b>Context:</b> Information captions or sentences  <b>Audience:</b> Reception friends  <b>Purpose:</b> To give information about an animal          (To orally give information about an animal in full sentences)</p>	<p><b>Context:</b> A clue  <b>Audience:</b> Parents  <b>Purpose:</b> To help someone find a hidden egg          (To orally describe the hiding place in more detail)</p>
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<b>Composition</b>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil using a tripod grip and use it effectively.</li> <li>Tilt the paper according to writing hand and hold the paper still with other hand</li> <li>Begin to write from left to right (a dot can be given to remind them where to start)</li> <li>Write first name accurately and from memory</li> <li>Copy write surname and begin to write it from memory (forming letters correctly including capitals).</li> <li>Form lower-case letters accurately when copying a model</li> <li>Compose a simple caption or sentence orally and hold it (with support), remembering what they are going to write</li> <li>Write a caption or sentence to explain what I would like to be when I grow up.</li> <li>Use finger spaces between words</li> <li>Begin to use a capital letter at the start of a sentence and full stop to end the sentence</li> <li>Use capital I for the personal pronoun</li> <li>Begin to re-read their sentence to check for sense</li> <li>Use the tricky words that have been taught</li> <li>Begin to use a 'Grow the Code' chart to help find the correct grapheme for a sound</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil using a tripod grip and use it effectively.</li> <li>Tilt the paper according to writing hand and hold the paper still with other hand</li> <li>Begin to write from left to right (a dot can be given to remind them where to start)</li> <li>Write first name accurately and from memory</li> <li>Copy write surname and begin to write it from memory (forming letters correctly including capitals).</li> <li>Form lower-case letters accurately when copying a model</li> <li>Compose a simple caption or sentence orally and hold it (with support), remembering what they are going to write</li> <li>Write a caption or sentence to explain what my parent's job is.</li> <li>Use finger spaces between words</li> <li>Begin to use a capital letter at the start of a sentence and full stop to end the sentence</li> <li>Use capital I for the personal pronoun</li> <li>Begin to re-read their sentence to check for sense</li> <li>Use the tricky words that have been taught</li> <li>Begin to use a 'Grow the Code' chart to help find the correct grapheme for a sound</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil using a tripod grip and use it effectively.</li> <li>Tilt the paper according to writing hand and hold the paper still with other hand</li> <li>Begin to write from left to right (a dot can be given to remind them where to start)</li> <li>Write first name accurately and from memory</li> <li>Copy write surname and begin to write it from memory (forming letters correctly including capitals).</li> <li>Form lower-case letters accurately when copying a model</li> <li>Compose a simple caption or sentence orally and hold it (with support), remembering what they are going to write</li> <li>Write one or more simple command captions/ sentences to tell the thieves how to get to the fine prize cow</li> <li>Use finger spaces between words</li> <li>Begin to use a capital letter at the start of a sentence and full stop to end the sentence</li> <li>Use capital I for the personal pronoun</li> <li>Begin to re-read their sentence to check for sense</li> <li>Use the tricky words that have been taught</li> <li>Begin to use a 'Grow the Code' chart to help find the correct grapheme for a sound</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil using a tripod grip and use it effectively.</li> <li>Tilt the paper according to writing hand and hold the paper still with other hand</li> <li>Begin to write from left to right (a dot can be given to remind them where to start)</li> <li>Write first name accurately and from memory</li> <li>Copy write surname and begin to write it from memory (forming letters correctly including capitals).</li> <li>Form lower-case letters accurately when copying a model</li> <li>Compose a simple caption or sentence orally and hold it (with support), remembering what they are going to write</li> <li>Write one or more fact sentences about a farmyard animal.</li> <li>Use finger spaces between words</li> <li>Begin to use a capital letter at the start of a sentence and full stop to end the sentence</li> <li>Use capital I for the personal pronoun</li> <li>Begin to re-read their sentence to check for sense</li> <li>Use the tricky words that have been taught</li> <li>Begin to use a 'Grow the Code' chart to help find the correct grapheme for a sound</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil using a tripod grip and use it effectively.</li> <li>Tilt the paper according to writing hand and hold the paper still with other hand</li> <li>Begin to write from left to right (a dot can be given to remind them where to start)</li> <li>Write first name accurately and from memory</li> <li>Copy write surname and begin to write it from memory (forming letters correctly including capitals).</li> <li>Form lower-case letters accurately when copying a model</li> <li>Compose a simple caption or sentence orally and hold it (with support), remembering what they are going to write</li> <li>Write one or more captions or sentences to tell parents how to find an egg they have hidden.</li> <li>Use finger spaces between words</li> <li>Begin to use a capital letter at the start of a sentence and full stop to end the sentence</li> <li>Use capital I for the personal pronoun</li> <li>Begin to re-read their sentence to check for sense</li> <li>Use the tricky words that have been taught</li> <li>Begin to use a 'Grow the Code' chart to help find the correct grapheme for a sound</li> </ul>
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<b>Transcription</b>	<ul style="list-style-type: none"> <li>Write longer words (Phase 3) by segmenting the sounds and then writing the sound with letter/s: lemon, chicken, market, carpark</li> <li>Copy write common tricky words from Phase 2: has, his</li> <li>Challenge: Write a simple caption for one or more of the words his lemon, a chicken, go to market, the carpark with a tree</li> </ul>	<ul style="list-style-type: none"> <li>Write CVC words (Phase 3) by segmenting the sounds and then writing the sound with letter/s: deep, hard, sort, join</li> <li>Copy write common tricky words from Phase 2: is, I</li> <li>Challenge: Write a simple caption for one or more of the words his deep cut, the hard road, a sort of boat, join in with me</li> </ul>	<ul style="list-style-type: none"> <li>Write longer words (Phase 3) by segmenting the sounds and then writing the sound with letter/s: bigger, buzzer, dinner, seven</li> <li>Copy write common tricky words from Phase 2: of, and</li> <li>Challenge: Write a simple caption for one or more of the words a bigger digger, hit the buzzer, pork for dinner</li> </ul>	<ul style="list-style-type: none"> <li>Write longer words (Phase 3) by segmenting the sounds and then writing the sound with letter/s: sharp, tooth, short, corner</li> <li>Copy write common tricky words from Phase 2: into, she</li> <li>Challenge: Write a simple caption for one or more of the words her sharp tooth, a short book, on the corner</li> </ul>	<ul style="list-style-type: none"> <li>Write longer words (Phase 3) by segmenting the sounds and then writing the sound with letter/s: river, finger, looking, singing</li> <li>Copy write common tricky words from Phase 3: was, you</li> <li>Challenge: Write a simple caption for one or more of the words near the river, a hurt finger, looking at you, singing a song</li> </ul>
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Reception						
Summer 1						
<b>Text Choice</b>	 Minibeasts		 Plants		 Journeys	
<b>Linked Texts</b>						
<b>Writing CAP</b>	<p><b>Context:</b> A shopping list  <b>Audience:</b> The Hungry Caterpillar  <b>Purpose:</b> To help the caterpillar know what to buy at the shop            (To orally list and describe the items)</p>	<p><b>Context:</b> Facts  <b>Audience:</b> Gardening club  <b>Purpose:</b> To give information about a minibeast            (To orally give information about a minibeast in full sentences)</p>	<p><b>Context:</b> Poster  <b>Audience:</b> Year 2  <b>Purpose:</b> To persuade someone to buy an enormous turnip            (To orally persuade someone to buy the enormous turnip in full sentences)</p>	<p><b>Context:</b> Instructions  <b>Audience:</b> Gardening club  <b>Purpose:</b> To tell someone how to plant a seed            (To orally give instructions about planting the seed)</p>	<p><b>Context:</b> A setting description  <b>Audience:</b> School family  <b>Purpose:</b> To describe what it is like in a specific setting            (To orally describe in full sentences following physical experience)</p>	<p><b>Context:</b> Sentences linked to illustrations  <b>Audience:</b> Year 1  <b>Purpose:</b> To retell one or more parts of the story            (To orally retell the full story)</p>

Composition	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil effectively and with good control, using tripod grip and holding close to point</li> <li>Write letters on the line</li> <li>Use the full width of the page, writing from left to right, top to bottom.</li> <li>Use finger spaces, capital letters and full stops for a sentence</li> <li>Write full name accurately including capital letters</li> <li>Form recognisable letters, most of which are correctly formed (sequence of movement and orientation)</li> <li>Write Phase 2 and 3 tricky words from memory and copy-write tricky words from Phase 4</li> <li>Write 2-syllable words containing taught sounds</li> <li>Compose a sentence orally and hold it, remembering what they are going to write</li> <li>Write a series of short sentences, captions or words to create a shopping list for the Hungry Caterpillar</li> <li>Re-read writing to check that it makes sense.</li> <li>Understand and use simple adjectives (colour and size) e.g. 'The turnip is big.'</li> <li>Use the conjunction and</li> <li>Use the tricky words that have been taught</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil effectively and with good control, using tripod grip and holding close to point</li> <li>Write letters on the line</li> <li>Use the full width of the page, writing from left to right, top to bottom.</li> <li>Use finger spaces, capital letters and full stops for a sentence</li> <li>Write full name accurately including capital letters</li> <li>Form recognisable letters, most of which are correctly formed (sequence of movement and orientation)</li> <li>Write Phase 2 and 3 tricky words from memory and copy-write tricky words from Phase 4</li> <li>Write 2-syllable words containing taught sounds</li> <li>Compose a sentence orally and hold it, remembering what they are going to write</li> <li>Write short sentences with words with known sound-letter correspondences to give information about a minibeast</li> <li>Re-read writing to check that it makes sense</li> <li>Understand and use simple adjectives (colour and size) e.g. 'The turnip is big.'</li> <li>Use the conjunction and</li> <li>Use the tricky words that have been taught</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil effectively and with good control, using tripod grip and holding close to point</li> <li>Write letters on the line</li> <li>Use the full width of the page, writing from left to right, top to bottom.</li> <li>Use finger spaces, capital letters and full stops for a sentence</li> <li>Write full name accurately including capital letters</li> <li>Form recognisable letters, most of which are correctly formed (sequence of movement and orientation)</li> <li>Write Phase 2 and 3 tricky words from memory and copy-write tricky words from Phase 4</li> <li>Write 2-syllable words containing taught sounds</li> <li>Compose a sentence orally and hold it, remembering what they are going to write</li> <li>Write short sentences with words with known sound-letter correspondences to persuade someone to buy the enormous turnip.</li> <li>Understand and use simple adjectives (colour and size) e.g. 'The turnip is big.'</li> <li>Re-read writing to check that it makes sense.</li> <li>Use the conjunction and</li> <li>Use the tricky words that have been taught</li> <li>Begin to write in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil effectively and with good control, using tripod grip and holding close to point</li> <li>Write letters on the line</li> <li>Use the full width of the page, writing from left to right, top to bottom.</li> <li>Use finger spaces, capital letters and full stops for a sentence</li> <li>Write full name accurately including capital letters</li> <li>Form recognisable letters, most of which are correctly formed (sequence of movement and orientation)</li> <li>Write Phase 2 and 3 tricky words from memory and copy-write tricky words from Phase 4</li> <li>Write 2-syllable words containing taught sounds</li> <li>Compose a sentence orally and hold it, remembering what they are going to write</li> <li>Write short sentences with words with known sound-letter correspondences to tell someone the steps for planting a seed</li> <li>Re-read writing to check that it makes sense.</li> <li>Understand and use simple adjectives (colour and size) e.g. 'Worms are long.'</li> <li>Use the conjunction and</li> <li>Use the tricky words that have been taught</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil effectively and with good control, using tripod grip and holding close to point</li> <li>Write letters on the line</li> <li>Use the full width of the page, writing from left to right, top to bottom.</li> <li>Use finger spaces, capital letters and full stops for a sentence</li> <li>Write full name accurately including capital letters</li> <li>Form recognisable letters, most of which are correctly formed (sequence of movement and orientation)</li> <li>Write Phase 2 and 3 tricky words from memory and copy-write tricky words from Phase 4</li> <li>Write 2-syllable words containing taught sounds</li> <li>Compose a sentence orally and hold it, remembering what they are going to write</li> <li>Write short sentences with words with known sound-letter correspondences to describe one of the settings from the story (following in-class experiences)</li> <li>Re-read writing to check that it makes sense.</li> <li>Understand and use simple adjectives (colour and size) e.g. 'The trees are green.'</li> <li>Use the conjunction and</li> <li>Use the tricky words that have been taught</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>Hold a pencil effectively and with good control, using tripod grip and holding close to point</li> <li>Write letters on the line</li> <li>Use the full width of the page, writing from left to right, top to bottom.</li> <li>Use finger spaces, capital letters and full stops for a sentence</li> <li>Write full name accurately including capital letters</li> <li>Form recognisable letters, most of which are correctly formed (sequence of movement and orientation)</li> <li>Write Phase 2 and 3 tricky words from memory and copy-write tricky words from Phase 4</li> <li>Write 2-syllable words containing taught sounds</li> <li>Compose a sentence orally and hold it, remembering what they are going to write</li> <li>Write short sentences with words with known sound-letter correspondences to retell one or more parts of the story (a single sentence for each part)</li> <li>Re-read writing to check that it makes sense.</li> <li>Understand and use simple adjectives (colour and size) e.g. 'The trees are green.'</li> <li>Use the conjunction and</li> <li>Use the tricky words that have been taught</li> <li>Begin to write in chronological order</li> </ul>
	Transcription	<ul style="list-style-type: none"> <li>Write longer words (Phase 3) by segmenting the sounds and then writing the sound with letter/s: vanish, poison, coats, boxes</li> <li>Copy write common tricky words from Phase 3: they, all</li> <li>Challenge: Write a simple caption for one or more of the words vanish the mess, poison oak, the fur coats, six light boxes</li> </ul>	<ul style="list-style-type: none"> <li>Write longer words (Phase 3) by segmenting the sounds and then writing the sound with letter/s: mammoth, visit, cooks, wishes</li> <li>Copy write common tricky words from Phase 3: my, are</li> <li>Challenge: Write a simple caption or sentence for one or more of the words I visit the zoo, My mum cooks. He wishes for a mammoth.</li> </ul>	<ul style="list-style-type: none"> <li>Write Phase 4 words by segmenting the sounds and then writing the sound with letter/s: went, jump, soft, pond</li> <li>Copy write common tricky words from Phase 4: said, so</li> <li>Challenge: Write a simple caption or sentence for one or more of the words She went to the park. I jump up. The chick is soft. My pond is deep.</li> </ul>	<ul style="list-style-type: none"> <li>Write Phase 4 words by segmenting the sounds and then writing the sound with letter/s: chest, milk, crack, dress</li> <li>Copy write common tricky words from Phase 4: like, some</li> <li>Challenge: Write a simple caption or sentence for one or more of the words Pick up the chest. The cup is full of milk. The egg went crack. My dress is pink.</li> </ul>	<ul style="list-style-type: none"> <li>Write Phase 4 words by segmenting the sounds and then writing the sound with letter/s: stamp, blend, string, sprint</li> <li>Copy write common tricky words from Phase 4: were, says</li> <li>Challenge: Write a simple caption or sentence for one or more of the words Stamp the card. Blend the drink. Cut the string. I can sprint fast.</li> </ul>

Summer 2						
Text Choice	 Around the World	 At the Seaside	 Under the Sea			
Linked Texts						
Writing CAP	<p><b>Context:</b> A postcard <b>Audience:</b> Year 1 <b>Purpose:</b> To recount a 'trip around the world' (To orally recount parts of the 'trip')</p>	<p><b>Context:</b> Note of advice <b>Audience:</b> Year 3 <b>Purpose:</b> To advise what someone can do to look after our world (To orally give more than one piece of advice)</p>	<p><b>Context:</b> Sentences linked to illustrations <b>Audience:</b> Year 2 <b>Purpose:</b> To retell one or more parts of the story (To orally retell the full story)</p>	<p><b>Context:</b> Instructions <b>Audience:</b> Parents <b>Purpose:</b> To tell Mrs Grinling how to create a sandwich to trick the seagulls (To orally explain all of the steps for making a sandwich)</p>	<p><b>Context:</b> A fact-file <b>Audience:</b> Year 1 <b>Purpose:</b> To give the reader information about the rainbow fish (To orally give information about the rainbow fish in full sentences)</p>	<p><b>Context:</b> Setting description <b>Audience:</b> Reception friends <b>Purpose:</b> To describe what it is like under the sea (To orally describe what it is like under the sea)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>• Hold a pencil effectively and with good control, using tripod grip and holding close to point</li> <li>• Write letters on the line</li> <li>• Use the full width of the page, writing from left to right, top to bottom.</li> <li>• Use finger spaces, capital letters and full stops for a sentence</li> <li>• Write full name accurately including capital letters</li> <li>• Form recognisable letters, most of which are correctly formed (sequence of movement and orientation)</li> <li>• Write Phase 2 and 3 tricky words from memory and copy-write tricky words from Phase 4</li> <li>• Write 2-syllable words containing taught sounds</li> <li>• Compose a sentence orally and hold it, remembering what they are going to write</li> <li>• Write short sentences with words with known sound-letter correspondences to retell parts of an imaginary journey around the world and give facts about the place in the form of a postcard</li> <li>• Re-read writing to check that it makes sense.</li> <li>• Understand and use simple adjectives (colour and size) e.g. 'Spain was hot.'</li> <li>• Use the conjunction and</li> <li>• Use the tricky words that have been taught</li> <li>• Begin to write in chronological order</li> </ul>	<ul style="list-style-type: none"> <li>• Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>• Hold a pencil effectively and with good control, using tripod grip and holding close to point</li> <li>• Write letters on the line</li> <li>• Use the full width of the page, writing from left to right, top to bottom.</li> <li>• Use finger spaces, capital letters and full stops for a sentence</li> <li>• Write full name accurately including capital letters</li> <li>• Form recognisable letters, most of which are 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<li>• Write short sentences with words with known sound-letter correspondences to describe the rainbow fish and give some information about what it is like</li> <li>• Re-read writing to check that it makes sense.</li> <li>• Understand and use simple adjectives (colour and size) e.g. 'The fish is kind.'</li> <li>• Use the conjunction and</li> <li>• Use the tricky words that have been taught</li> </ul>	<ul style="list-style-type: none"> <li>• Sit correctly at a table with 2 legs on the floor (chair tucked in, no swinging on chair)</li> <li>• Hold a pencil effectively and with good control, using tripod grip and holding close to point</li> <li>• Write letters on the line</li> <li>• Use the full width of the page, writing from left to right, top to bottom.</li> <li>• Use finger spaces, capital letters and full stops for a sentence</li> <li>• Write full name accurately including capital letters</li> <li>• Form recognisable letters, most of which are correctly formed (sequence of movement 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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Transcription</b></p>	<ul style="list-style-type: none"> <li>• Write Phase 4 words by segmenting the sounds and then writing the sound with letter/s: jumping, helped, melted, softest</li> <li>• Copy write common tricky words from Phase 4: out, today</li> <li>• Challenge: Write a simple caption or sentence for one or more of the words The ant is jumping. I helped my mum today. It melted on my hand. The cat has the softest fur.</li> </ul>	<ul style="list-style-type: none"> <li>• Write Phase 4 words by segmenting the sounds and then writing the sound with letter/s: toast, bright, train, green</li> <li>• Copy write common tricky words from Phase 4: what, there</li> <li>• Challenge: Write a simple caption or sentence for one or more of the words I got the toast out. The sun is bright. There is the train. The grass is green.</li> </ul>	<ul style="list-style-type: none"> <li>• Write Phase 4 words by segmenting the sounds and then writing the sound with letter/s: crown, screen, clear, three</li> <li>• Copy write common tricky words from Phase 4: little, here</li> <li>• Challenge: Write a simple caption or sentence for one or more of the words The king has a crown. I can see the screen. I clear my food. Three pigs are here.</li> </ul>	<ul style="list-style-type: none"> <li>• Write Phase 4 words by segmenting the sounds and then writing the sound with letter/s: floats, spears, splashes, perfect</li> <li>• Copy write common tricky words from Phase 4: like, love</li> <li>• Challenge: Write a simple caption or sentence for one or more of the words The boat floats. There are three spears. The duck splashes. It is a perfect day.</li> </ul>	<ul style="list-style-type: none"> <li>• Write Phase 4 words by segmenting the sounds and then writing the sound with letter/s: sleeping, croaked, painted, groaned</li> <li>• Copy write common tricky words from Phase 4: come, do</li> <li>• Challenge: Write a simple caption or sentence for one or more of the words My cat is sleeping. The frog croaked. I painted a tree. The little man groaned.</li> </ul>	<ul style="list-style-type: none"> <li>• Write Phase 4 words by segmenting the sounds and then writing the sound with letter/s: brighter, smartest, appear, free</li> <li>• Copy write common tricky words from Phase 4: they, today</li> <li>• Challenge: Write a simple caption or sentence for one or more of the words The moon is brighter today. I have my smartest dress. You appear to be sad. You can have the book for free.</li> </ul>