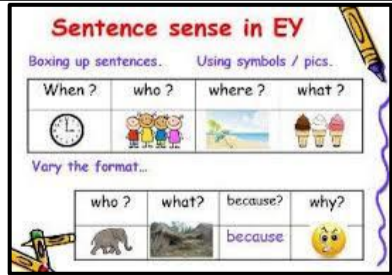




| <b>Year Reception</b>   |  |
|---|--|
| <b>Transcription</b>  | <ul style="list-style-type: none"> <li>• Use phonic knowledge to write words which match their spoken sounds.</li> <li>• Write some irregular common words.</li> <li>• Write some words spelt correctly.</li> <li>• Name the letters of the alphabet.</li> <li>• Write other words that are phonetically plausible.</li> <li>• Write simple CVC sentences dictated by the teacher.</li> </ul>  |
| <b>Handwriting</b>  | <ul style="list-style-type: none"> <li>• Show good control and co-ordination in large and small movements.</li> <li>• Begin to form recognisable letters.</li> <li>• Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>   |
| <b>Composition</b>  | <ul style="list-style-type: none"> <li>• Begin to say a sentence out aloud.</li> <li>• Count out the words in a sentence.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Write simple sentences which can be read by themselves and others</li> <li>• Continues a rhyming string.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts</li> </ul>   |
| <b>Vocabulary, Punctuation and Grammar</b>  | <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• Use a capital letter for their name.</li> <li>• Begins to use capital letters and full stops</li> <li>• Begins to use finger spaces.</li> </ul> <p><b>Use and understand grammatical terminology:</b> Letter, phoneme, grapheme, word, sentence, capital letter, full stop, finger space, simile</p> <ul style="list-style-type: none"> <li>• Re-read a sentence to check it makes sense</li> </ul>  |
| <b>T4W Text Structure</b>   | <ul style="list-style-type: none"> <li>• Introduce a storyline or narrative into their play.</li> <li>• Develop explanations by connecting ideas or events.</li> </ul> <p><b>T4W Fiction:</b></p> <ul style="list-style-type: none"> <li>• Planning Tool –Story map /story mountain</li> <li>• Whole class retelling of story</li> <li>• Understanding of beginning/ middle / end</li> </ul> <p><b>T4W Non-fiction:</b></p> <ul style="list-style-type: none"> <li>• Factual writing closely linked to a story</li> <li>• Simple factual sentences based around a theme</li> <li>• Names Labels Captions Lists Diagrams Message</li> </ul>   |
| <b>T4W Word structure and Sentence construction (to include in model texts and teach)</b> | <p><b>Introduce:</b></p> <ul style="list-style-type: none"> <li>• <b>Simple sentences</b></li> <li>• <b>Simple Conjunctions:</b> and who until but</li> <li>• <b>Compound sentences:</b> using coordinating conjunctions and / but</li> <li>• <b>-‘ly’ openers</b> Luckily / Unfortunately,</li> <li>• Onomatopoeia- Formation of a word from a sound associated with what is named (e.g. cuckoo, sizzle ).</li> <li>• Alliteration - the same letter or sound at the beginning of adjacent or closely connected words.</li> <li>• <b>Repetition for rhythm:</b> e.g. He walked and he walked</li> <li>• <b>Repetition in description:</b> e.g. a lean cat, a mean cat</li> <li>• <b>Determiners:</b> the, a, my, your, an, this, that, his, her, their, some, all</li> <li>• <b>Prepositions:</b> up, down, in, into, out, to, onto</li> <li>• <b>Adjectives:</b> e.g. old, little, big, small, quiet</li> <li>• <b>Adverbs:</b> e.g. luckily, unfortunately, fortunately</li> <li>• <b>Similes</b> – using ‘like’</li> </ul> |
| <b>Alan Peat Sentence types</b>   | <p><b>Teaching points:</b></p> <ul style="list-style-type: none"> <li>- ‘Sentence sense’: children gain idea of a sentence, through using images, symbols and words.</li> <li>- Add an adjective: (can also refer to these as WOW words at this point). Introduce children to the idea of describing things with exciting words. Start sharing, collecting and displaying exciting words.</li> </ul> <p><b>Terminology:</b> Capital letter full stop question mark exclamation mark</p> <div style="text-align: right;">  </div>  |

**Early Learning Goal 10 Writing:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (EYFS Profile Handbook 2020)