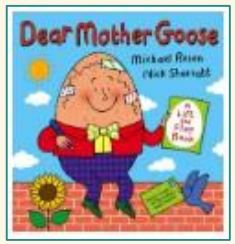
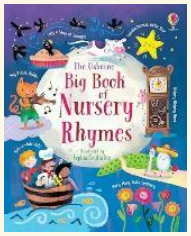
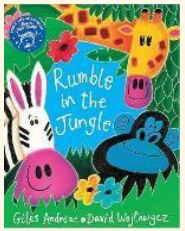
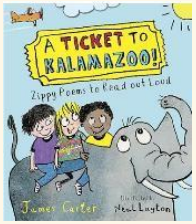
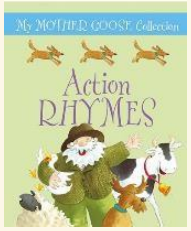
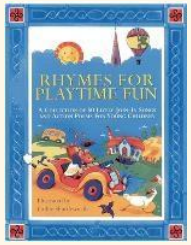
ESSENTIALWRITING **Reception Long-Term Overview**			
	I am a communicator	**I am a mark-maker**	**I am a writer**
Rationale 	The **ESSENTIAL**WRITING programme for 4–5-year-olds is closely linked to **ESSENTIAL**WRITING for 3-4-year-olds as children move onward through their writing journeys. The three strands ***I am a communicator, I am a mark-maker,*** *and* ***I am a writer*** continue to be woven tightly together and not taught in a linear way or in isolation. As well as the *Statutory Framework for the EYFS*, we have referenced learning statements from *Development Matters* and *the Reading Framework* so that we can be sure that the skills children learn and practise in their Reception year build upon what has gone before and prepare them for what follows in Y1. The programme is built around bookmaking to support children with understanding that writing is a multi-sensory, fun and joyous experience for all of us, that it is purposeful, and that everyone can be a writer. Short (5-10 minute carpet sessions) are introduced where the YR practitioner teaches and models one thing within their own book and invites the children to do the same thing within their bookmaking during the school day. When practitioners are supporting children to do this, they should be making their own book at the same time.		
Educational programmes (based on Statutory Framework for the EYFS - square brackets denote additional guidance)	**Communication and Language** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. **The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.** By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. **Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.**	**Physical Development** Strength, co-ordination, and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.**	**Literacy** It is crucial for children to develop a life-long love of reading and writing. Reading consists of two dimensions: language comprehension and word reading. **Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.** Skilled word reading [begun in the reception year] involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. **Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).** [Fluent and automatic transcription enables the writer to be freed up to increasingly control and enjoy their composition, and to check it themselves. It also aids reading fluency. Once children realise that writing is something they can all do, that it has purpose and is a means of communication, they will begin to write with intent and enjoyment.]

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ESSENTIALWRITING **PROGRAMME: LONG-TERM OVERVIEW – Poems and Rhymes**						
Spoken Purpose: underpins writing readiness	The expectation in the Reading Framework (Department for Education 2023) is that children in Reception and Year 1 will have a short session every day where they enjoy poems, songs and rhymes, singing and reciting these together as a class. An extract is included at the end of this overview, but in summary: • Predictability of rhymes helps children to memorise and reuse newly acquired words and phrases. • Using 'call and response' allows children to join in gradually. • The cadence of the lines helps to convey meaning and mood. • Attention to rhythm requires them to speak more slowly, thereby gaining awareness and control of their voices. • Learning songs, poems and rhymes will heighten children's awareness of individual sounds within words through alliteration, assonance and rhyme.					
Spoken Outcomes	Poems and Rhymes: **Nursery Rhymes** For example: Hickory Dickory Dock Hey Diddle, Diddle The Grand Old Duke of York	Poems and Rhymes: **Nursery Rhymes** For example: Incy, wincy, spider Jack and Jill Baa, baa black/white/green/pink sheep	Poems and Rhymes: **Animal Poems** For example: Sleeping bunnies Alice the camel The big dinosaurs go stamp	Poems and Rhymes: **Poems about Travelling** For example: Row, row, row your boat The Ants go Marching Five little men in a flying saucer	Poems and Rhymes **Movement/action Poems** For example: Heads, shoulders, knees and toes. One finger, one thumb. This is the way we brush our teeth	Poems and Rhymes: **Playtime action rhymes** For example: If you're happy and you know it Teddy bear, teddy bear turn around
Suggested Texts	 					

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ESSENTIALWRITING **PROGRAMME: LONG-TERM OVERVIEW – Bookmaking**

Objectives have been taken from the following sections of Development Matters for reception children: Communication and Language, Literacy, and Physical Development. Elements from Development Matters 3–4-year-olds have been included where they will continue to be developed and/or may be common gaps for 4-5-year-olds. Individual plans will guide practitioners towards appropriate objectives for the particular point in the year.

Expectations from other areas of Development Matters have been included in individual plans, where these are relevant to the specific context.

Educational Programmes (Development Matters)

Communication and Language – Development Matters: 3- and 4-year-olds will be learning to:

- Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'
- Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh
  - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'
- Use longer sentences of four to six words

Communication and Language – Development Matters: children in reception will be learning to:

- Understand how to listen carefully and why listening is important
- Learn new vocabulary
- Use new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Engage in storytimes
- Listen to and talk about stories to build familiarity and understanding

Physical Development – Development Matters: 3- and 4-year-olds will be learning to:

- Use large-muscle movements to wave flags and streamers, paint and make marks
- Use one-handed tools and equipment, for example, making snips in paper with scissors
- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand.

Physical Development - Development Matters: children in reception will be learning to:

Develop the foundations of a handwriting style which is fast, accurate and efficient

Literacy – Development Matters: 3- and 4-year-olds will be learning to:

- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing
- Write some or all of their name
- Write some letters accurately

Literacy - Development Matters: children in reception will be learning to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words

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	• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words • Use new vocabulary in different contexts • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs • Engage in non-fiction books	• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-read what they have written to check that it makes sense

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Inform (6 steps)	Entertain (6 steps)	Inform (6 steps)	Entertain (6 steps)	Inform (6 steps)	Entertain (6 steps)
Written Outcomes	All About Me Books	Story Books (pattern)	Things I Like (unique me) Books	Journey Stories	My Amazing Body Books T	My Very Own Story Book or Traditional Tales
Sentence & Grammar features	Forming lower case letters correctly Writing name Writing CVC words	Forming lower case and upper case letters correctly Writing name Writing CVC words	Forming lower case and upper case letters correctly Writing name Writing CVC words Writing longer words with the phonic sounds they have heard. Finger spaces between words. Writing a simple sentence.	Forming lower case and upper case letters correctly Writing name Writing CVC words Writing longer words with the phonic sounds they have heard. Fingers spaces between words. Writing a simple sentence with a capital letter and a full stop.	Forming lower case and upper case letters correctly Writing name Writing CVC words Writing longer words with the phonic sounds they have heard. Fingers spaces between words. Writing a simple sentence with a capital letter and a full stop.	Forming lower case and upper case letters correctly Writing name Writing CVC words Writing longer words with the phonic sounds they have heard. Fingers spaces between words. Writing a simple sentence with a capital letter and a full stop.
Books used for the topics.						

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Writing Purpose Language Choices

Writing to Entertain 	Pictures or **illustrations** can help the reader see what you are writing about in their mind Use a **title** to hook the reader's interest and to know what the writing might be about
Writing to Inform 	Pictures or **illustrations** can help the reader see what you are writing about in their mind Use a **title** to hook the reader's interest and to know what the writing might be about Use **labels** or **captions** to show the reader something they might not know about You could **speak to the reader directly, using 'you'** if you need to tell them or ask them to do something
Sentence level	A reader needs **spaces between words** so that they can understand and follow the writing **Sentences** are used to tell the reader about ideas and feelings
Word & punctuation level	The **words** chosen help the reader understand what the writer wants to say. A **full stop** separates ideas and helps the reader understand. [*Refer to your phonics scheme and use the terminology they advise when writing and talking about writing*].

Relevant Early Learning Goals are included here for reference. They are not intended to be used for ongoing assessment or as a curriculum.

Early Learning Goals

<u>Communication and Language</u>

Listening Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one

<u>Physical Development</u>

Fine Motor Skills ELG

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.

<u>Literacy</u>

Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

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	discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.	**Word Reading ELG** Children at the expected level of development will: • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing ELG** 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.

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