

	Year group: Reception, Spring 1 (objectives from NC/ELG/Development matters) ELG: Writing • 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. Development matters: • 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.	Area/topic: Oh no George! By Chris Haughton
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Prior learning	Future learning
Composition: • Can ascribe meaning to own mark making • Can write single letters or groups of letters which represent meaning • Shows some awareness of sequencing of letters from left to right of page Vocabulary, grammar and punctuation: • Using a capital letter for own name • Verbally share vocabulary ideas Spelling: • Begin to spell words by identifying the sounds and then writing the sound with letter(s) appropriate to phonics planning for the term. • Write own name correctly. Handwriting: • Mark make independently • Hold and use a pencil effectively	Composition: • Is aware of different purposes of writing. • Can say what they want to write speaking in clearly defined statements or sentences. • Beginning to write coherent statements applying emerging phonic knowledge. Vocabulary, grammar and punctuation: • Begin to punctuate the start of a sentence with a capital letter. • Begin to use a full stop, although this may be placed incorrectly. • Begin to use a capital letter for the personal pronoun 'I' Spelling: • Spell words by identifying the sounds and then writing the sound with letter(s) appropriate to phonics planning for the term. • Begin to name the letters of the alphabet in order. Handwriting:

• Show some control in mark making	• Produce some recognisable letters. • Begin to understand capital letters look different to lower case letters.
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What pupils need to know or do to be secure	
Key knowledge and skills	Possible evidence
Composition: • Is aware of different purposes of writing. • Can say what they want to write speaking in clearly defined statements or sentences. • Beginning to write coherent statements applying emerging phonic knowledge. Vocabulary, grammar and punctuation: • Begin to punctuate the start of a sentence with a capital letter. • Begin to use a full stop, although this may be placed incorrectly. • Begin to use a capital letter for the personal pronoun 'I' Spelling: • Spell words by identifying the sounds and then writing the sound with letter(s) appropriate to phonics planning for the term. • Begin to name the letters of the alphabet in order. Handwriting: • Produce some recognisable letters. • Begin to understand capital letters look different to lower case letters.	• Pupils will participate in hold a sentence activities to learn the key knowledge and skills needed for writing. • Pupils will have opportunity to independently mark make, explore fine motor activities and write independent pieces. • Pupils will use and respond to spoken and written language. • Pupils will join in with repeated phrases, rhymes and refrains. • Dough disco. • Get squiggling. • Tracing name through tags, badges, labels, cards etc. • Listening and responding to poetry. • Pupils will learn to write for the following purposes: - Story map - Story writing
Key vocabulary	
Capital letter, finger space, describing word, letter, phoneme, grapheme, sentence, full stop, character, beginning, middle, ending, story map	
Common misconceptions	Books linking to this area
• Difference between the formation of a lower case letter compared to a capital letter. • Understanding of where to use a capital letter. • Mixing lower and capital letters within a word and/or sentence. • Confusion between letter writing and a single letter when using the vocabulary 'letter'. • Using a lower case letter for the start of a name or sentence. • Using a full stop mid-sentence or after every word.	• Dog in the playground by Allan Ahlberg • Little rabbit Foo Foo by Michael Rosen • Alfie lends a hand by Shirley Hughes • The hairy McClary series by Lynley Dodd • Dogs by Emily Gravett • Is there a dog in this book? By Vivienne Schwarz • National geographic kids, 'Everything dogs: All the canine facts, photos and fun you can get your paws on!' By Becky Baines • Shh, we have a plan! By Chris Haughton

	The three little pigs
Memorable first hand experiences	Opportunities for communication
- Dog visit to the school. - Vet visiting the school - Taking dogs on a walk with volunteers. - Dog grooming. - Performing retelling of the story to the school.	- Reading comprehension sessions based around the POR text e.g. hot seating, interviewing, and retelling a story, sharing opinions of the book, using comprehension skills for prediction and retrieval. - Retelling memorable first hand experiences. - Sharing ideas for writing.

Dereham Church of England Infant and Nursery Academy

Reasonable adjustments for pupils with SEND

Communication and Interaction *Visual aids and word mats with pictures for key words in that lesson. *Hands on experiences to encourage communication and interaction with others. *Pre teaching any new vocabulary. *Pre teaching new terminology such as linked to SPAG *Short, simple instructions *Provide pupils with thinking time *Adults modelling full sentences *Adults modelling writing activities	Cognition and Learning *Opportunity for hands on exploration and verbally sharing thoughts and ideas with one another. *Pre teaching new vocabulary/terminology. *Activities adapted to suit individual. *Using working walls and floorbooks to aid learning and remind of previous learning. *Visual aids as prompts of success criteria e.g. Large C for capital letters or picture of finger for finger spaces. *Word bank/mat with pictures to support writing key words or tricky words. *Highlighted letters in yellow for children to trace if needed. *Highlighted lines to support writing on the line. (Using a highlighting pen). *Adaptations to the hold a sentence process to suit individual needs e.g. some words left visible for the child or the child is inserting an initial sound to a word in the sentence. *Varying lengths of hold a sentence and types of words used within the sentence. *Tasks broken down into smaller steps.
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Social, Emotional and Mental health

- *Awareness of individual needs, any potential triggers within the curriculum and the child's background.
- *Pre prepare children for any activity they could find triggering or difficult in some way.
 - *Hold a sentence to be completed within a smaller group or 1:1 if required.
- *If the class are sharing their learning within a large group, take the child in a smaller focus group if they struggle with social situations.
 - *Adjustments made where needed to suit individual
 - *Use now and next board
 - *Sand timers
 - *Movement breaks in between writing

Sensory and Physical

- *Adult support with any practical activities.
- *If a child enjoys sensory activities, then plan for this wherever possible within the lesson e.g. writing into sand, playdough, with chalk etc.
 - *Pencil grips
 - *Appropriate seating
 - *Writing slope
- *Using a variety of writing tools
- *Wobble boards
- *Enlarged text
- *Variety of coloured paper to write onto