

	Year group: Reception, Spring 2 (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: Yucky worms by Vivian French
---	---	---

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: • Can write three or more statements that can be read without the pupil's help and that make sense, although letter shapes and spelling may not be accurate. • Read aloud what they have written, to an adult, to check it makes sense. Vocabulary, grammar and punctuation: • Punctuate a sentence with a capital letter and full stop. • Begin to use the conjunction 'and'. • Begin to use the suffix -s • Begin to use a capital letter for the personal pronoun 'I' Spelling: • Spell some common single syllable words including many of the reception high frequency list and the early years outcomes. • Name the letters of the alphabet in order. Handwriting:

• Show some control in mark making	• Begin to form lower case and capital letters correctly. • Show awareness of letter size. • Sit correctly at a table to write comfortably. • Begin to form digits 0-9 correctly.
--	--

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. • Pupils will learn to write for the following purposes: - Non-fiction writing - Instruction writing
Key vocabulary	
Capital letter, finger space, describing word, letter, phoneme, grapheme, sentence, full stop, fact, non-fiction, instruction, title, bullet points	
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.	• Superworm by Julia Donaldson • Don't poke a worm till it wriggles by Celia Warren (poetry collection) • Eddie's garden: and how to make things grow by Sarah Garland • Wonderful worms by Linda Glaser (non-fiction) • The worm (Disgusting critters) by Else Gravel (non-fiction) • Jack and the beanstalk

• Using a full stop mid-sentence or after every word. • Bullet points are the same as a full stop.	
Memorable first hand experiences	Opportunities for communication
• Searching for worms outside. • Making a wormery • Measuring and observing worms	• 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. • Discussing worms found and observed.

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.
---	--

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