

		<p>Dough Disco – <i>Can you Feel It!/Come Dance With Me</i>(Ollie Murrs) /DISCO</p> <p>Kiss Your Fingers</p> <p>Finger and hand rhymes</p> <p><i>I have 10 Little Fingers, 12345, Snip, Snip, Snip, Wriggle your Fingers, Clap Your Hands, Raindrops, The Bee Hive, A Hedeghog is Very Prickly, Hold a Stick in this Hand.</i></p> <p>Crawling</p> <p>Parachute play in hall and outdoors.</p> <p>Dance and movement in hall to reinforce directional vocabulary</p> <ul style="list-style-type: none"> • ‘Wiggle While You Squiggle’ – moving arms and fingers to develop writing shapes; <p>Music – Arches ‘<i>Don’t Stop Me Now</i>’ (Queen)</p> <p>Music – Circles ‘<i>Circles of My Mind</i>’</p> <p>Music – Curves ‘<i>Rockin’ Robin</i>’ (Michael Jackson)</p> <p>Music – L-R/Up and down</p> <p>‘<i>Shake Your Body</i>’ (Michael Jackson)</p> <ul style="list-style-type: none"> • Body Painting – Shonette Bason • Sounds like Fun –Patterns in the Sky/I am Very Busy/Make a Cake • Success with Scissors L1-8 • Tracing • Sounds like Fun – Look At Me/The Journey • Success with Scissors L3-8 	
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Reception Literacy: Writing

Department for Education Educational Programme Development Matters (Non-statutory) Reception Year Early Learning Goals (Statutory) End of Reception		Our School Writing Curriculum	
		What?	When?
Writing	<p>→ I can form lower-case and capital letters correctly.</p> <p>→ I can spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Literacy It is crucial for children to develop a life-long love of reading. 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</p>	<p>Ongoing during each topic throughout the year.</p> <p>Daily Word Wise sessions to focus on phonics.</p>

	<ul style="list-style-type: none"> → I can write short sentences with words with known sound-letter correspondences using a capital letter and full stop. → I can re-read what I have written to check that it makes sense. → I will write recognisable letters, most of which are correctly formed; → I will spell words by identifying sounds in them and representing the sounds with a letter or letters; → I will write simple phrases and sentences that can be read by others. 	<p>around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, 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).</p> <ul style="list-style-type: none"> • Mark making using variety of markers and paper/boards • ‘Success With Scissors’ L9 <p>Dance and movement in hall to reinforce directional vocabulary Daily self-registration Handwriting opportunities in jotters. Shared writing sessions during literacy/challenge time. Fine motor skills activities to support pencil grip and control within continuous provision.</p> <ul style="list-style-type: none"> • Resources for mark making available in continuous provision and established ‘Writing Hub’. 	
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Year 1 Writing			
Department for Education Statutory Guidance		Our School Writing Curriculum	
		What?	When?
Composition	<p>I will write sentences by:</p> <ul style="list-style-type: none"> → saying out loud what they are going to write about → composing a sentence orally before writing it → sequencing sentences to form short narratives → re-reading what they have written to check that it makes sense → discuss what they have written with the teacher or other pupils → read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Non-statutory guidance At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p>	<p>Ongoing daily during each topic throughout the year</p> <ul style="list-style-type: none"> -Aut 1 – What makes my world wonderful? (humans and animals) -Aut 2 - What makes my world wonderful? (polar regions) -Spr 1 – What’s inside a castle’s walls? -Spr2 – How does your garden grow? -Sum 1 - Where in the universe would you like to explore?

			-Sum 2 - Would you like to live next door to a pirate?
Vocabulary, Grammar and Punctuation	<p>I will be taught to: develop my understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> → leaving spaces between words → joining words and joining clauses using and → beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark → using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' → learning the grammar for year 1 in English Appendix 2 → use the grammatical terminology in English Appendix 2 in discussing their writing 	<p>Children should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.</p> <p>Children should begin to use some of the distinctive features of Standard English in their writing. 'Standard English' is defined in the Glossary</p>	Ongoing daily during each topic throughout the year
Handwriting	<p>I will be taught to:</p> <ul style="list-style-type: none"> → sit correctly at a table, holding a pencil comfortably and correctly → begin to form lower-case letters in the correct direction, starting and finishing in the right place → form capital letters → form digits 0-9 → understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Handwriting requires frequent and discrete, direct teaching. Children should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young child's hand. Whatever is being used should allow the child to hold it easily and correctly so that bad habits are avoided. Left-handed children should receive specific teaching to meet their needs.</p>	Weekly handwriting sessions throughout the year

Year Writing 2			
Department for Education Statutory Guidance		Our School Writing Curriculum	
		What?	When?
Composition	<p>I will be taught to: develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> → writing narratives about personal experiences and those of others (real and fictional) → writing about real events → writing poetry 	<p>Non-statutory guidance</p> <p>Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p>	

	<ul style="list-style-type: none"> → writing for different purposes → consider what they are going to write before beginning by: → planning or saying out loud what they are going to write about → writing down ideas and/or key words, including new vocabulary → encapsulating what they want to say, sentence by sentence → make simple additions, revisions and corrections to their own writing by: → evaluating their writing with the teacher and other pupils → re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form → proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] → read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>Children should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.</p> <p>Drama and role-play can contribute to the quality of children's writing by providing opportunities for children to develop and order their ideas through playing roles and improvising scenes in various settings.</p> <p>Children might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p>	
Vocabulary, Grammar and Punctuation	<p>I will be taught to: develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> → learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>I will learn how to use:</p> <ul style="list-style-type: none"> → sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] 	<p>The terms for discussing language should be embedded for in children the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p>	

	<ul style="list-style-type: none"> → present and past tenses correctly and consistently including the progressive form → subordination (using when, if, that, or because) and co-ordination (using or, and, or but) → the grammar for year 2 in English Appendix 2 → some features of written Standard English → use and understand the grammatical terminology in English Appendix 2 when discussing my writing. 		
Handwriting	<p>I will be taught to:</p> <ul style="list-style-type: none"> → form lower-case letters of the correct size relative to one another → start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined → write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters → use spacing between words that reflects the size of the letters. 	<p>Children should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>	