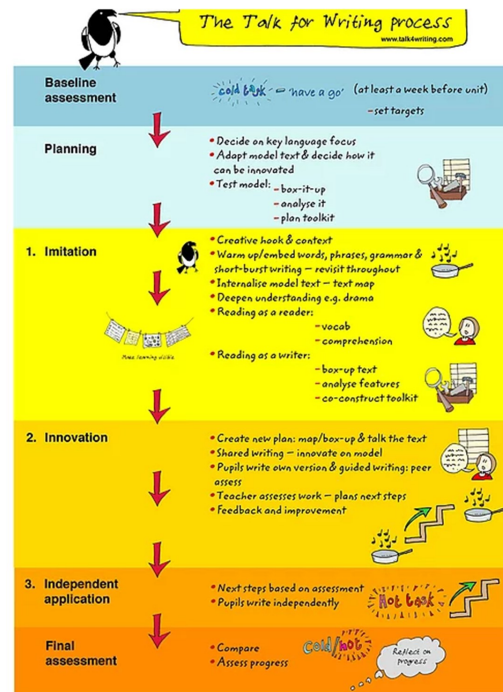


Reception Writing MTP Au1 - First Day at School (Recount)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

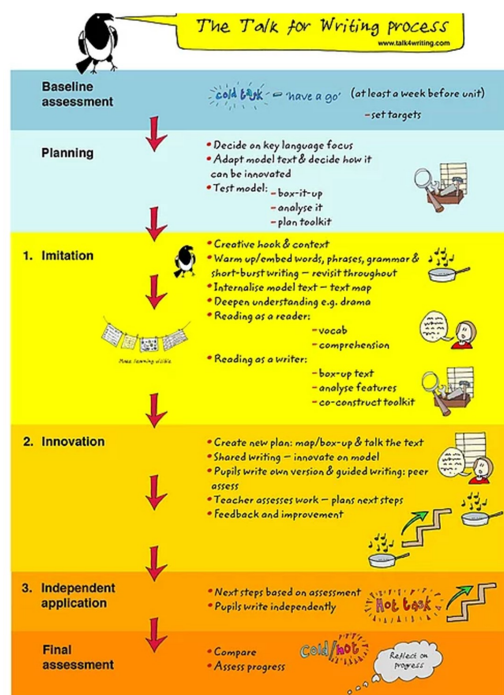
Statutory ELG: Writing

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.

Baseline Assessment	<p>Helicopter Stories should be collected at the start and end of each term (Autumn, Spring, Summer)</p> <p>Adult to record in individual children's writing books.</p> <p>Use the baseline to assess spoken language.</p> <p>Do they know any conjunctions?</p> <p>Can they sequence events in order using time connectives?</p>
Hook	<p>Lesson 1: Scavenger hunt - Familiarising yourself with things in the environment. Can you find the things?</p>
Imitation	<p>Lesson 2: Read and respond</p> <p>Lesson 3: To label (things in the classroom)</p> <p>Lesson 4: Orally rehearse part 1</p> <p>Lesson 5: To write an accurate sentence (part of the recount)</p> <p>Lesson 6: Orally rehearse part 2</p> <p>Lesson 7: To collect feeling adjectives</p>
Innovation	<p>Lesson 8: To draw a picture of themselves and write feeling adjectives around it</p> <p>Lesson 9: To plan (three things they played with or did)</p> <p>Lesson 10: Innovate (own first day at school)</p>
Guided Groups	<p>Guided group Week 1</p> <p>Draw and label a picture of their first day at school</p> <p>Guided group Week 2</p> <p>Draw a picture of themselves and write a caption about how they felt</p>

Reception Writing MTP Au1 - Gotcha Smile (Information text)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

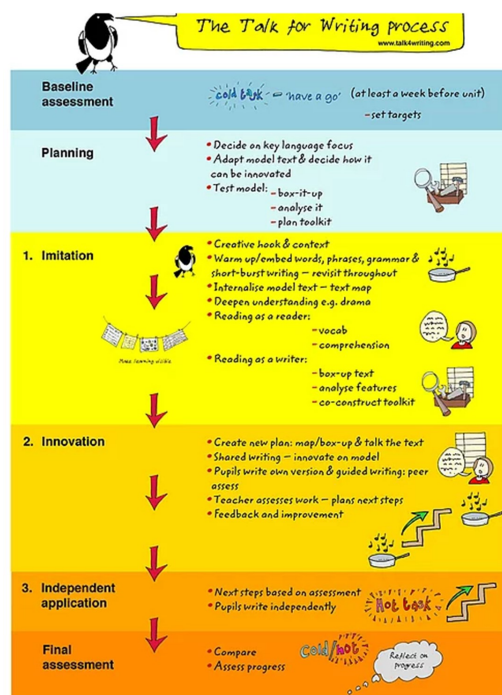
Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' Write this down in the children's own words. Encourage them to expand on their ideas but do not provide language.
Hook	Lesson 1: Award ceremony - children to think of things that other children are good at. Circle time - award certificates for different things (good listener, good friend etc)
Imitation	Lesson 2: Read and respond Lesson 3: To collect vocabulary (things I am good at) Lesson 4: Orally rehearse part 1 Lesson 5: To join ideas with and Lesson 6: Orally rehearse part 2 Lesson 7: To add extra information using because
Innovation	Lesson 8: Children to draw and label a picture of themselves Lesson 9: To plan three things I am good at Lesson 10: To innovate story map about themselves
Guided Groups	Guided group Week 1 To complete an all about me profile (name, age, likes, dislikes) Guided group Week 2 To write an accurate sentence (I am special because)

Reception Writing MTP Au1 - Burglar Bill (Narrative)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

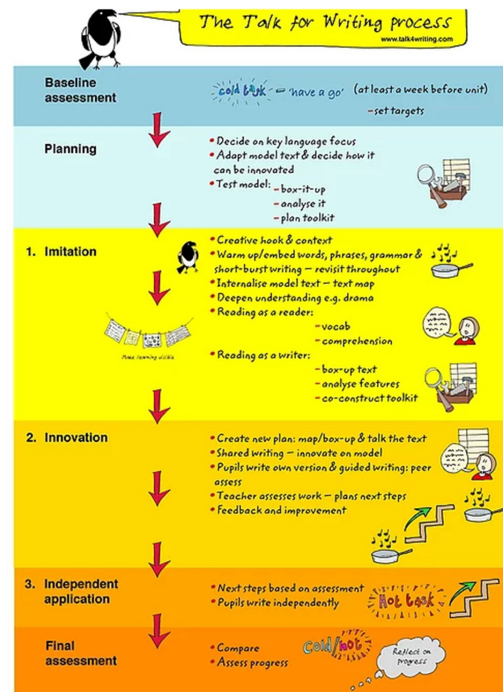
Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' Write this down in the children's own words. Encourage them to expand on their ideas but do not provide language
Hook	Lesson 1: Crime scene and letter from Burglar Bill - set up a crime scene in the classroom. Children to collect evidence using ipads. Discuss as a class what has happened and collect ideas for who they think did it.
Imitation	Lesson 2: Read and respond (up to page 6) Lesson 3: Write a list of the things Burglar Bill has stolen Lesson 4: Orally rehearse part 1 Lesson 5: To retell parts of the story Lesson 6: Orally rehearse part 2 Lesson 7: To collect adjectives to describe a character
Innovation	Lesson 8: To design a character (for innovated story) Lesson 9: To write a list (innovated stolen things) Lesson 10: Innovate
Guided Groups	Guided group Week 1 Items in a list (initial sounds) Guided group Week 2 Innovated story map (scribe ideas)

Reception Writing MTP Au2 - Beegu (Instructions)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

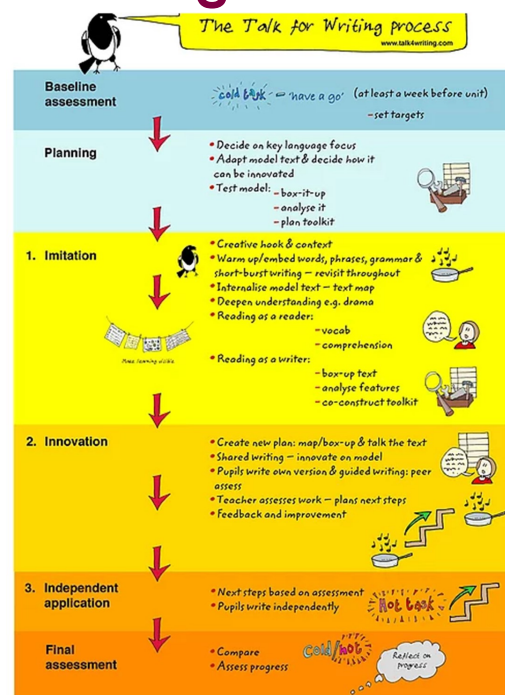
Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' Write this down in the children's own words. Encourage them to expand on their ideas but do not provide language.
Hook	Lesson 1: Two large pie tins taped together in each classroom with green slime on the floor, chairs and police tape. Each child to have an alien rock pet to find and look after. Children to hunt for them in the classroom.
Imitation	Lesson 2: Read and respond Lesson 3: To use adjectives (to describe an alien) Lesson 4: Orally rehearse part 1 Lesson 5: To use imperative verbs (to give instructions) Lesson 6: Orally rehearse part 2 Lesson 7: To use fronted adverbials (to order instructions)
Innovation	Lesson 8: To design a pet for innovated instructions Lesson 9: To plan (food that pets eat) Lesson 10: Innovate (whole story map)
Guided Groups	Guided group Week 1 Design own alien and write captions to describe it Guided group Week 2 Write simple instructions to look after an alien

Reception Writing MTP Au2 - It Was the Night Before My Birthday (Narrative)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

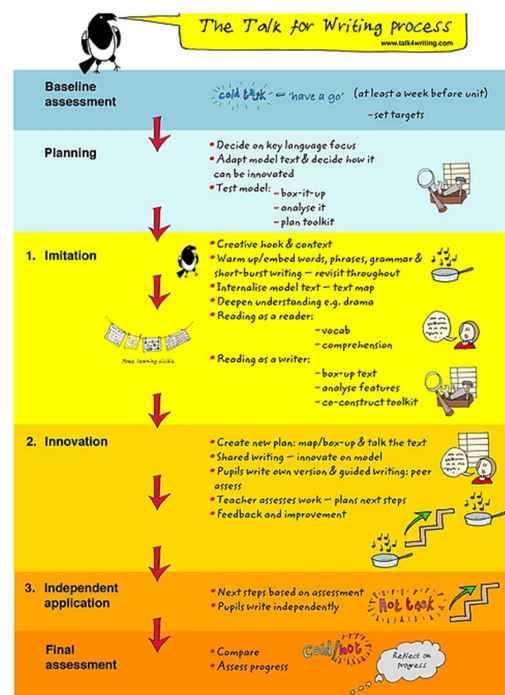
Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' write this down in the children's own words. Encourage them to expand on their ideas but do not provide language.
Hook	Lesson 1: Children to have a party and play party games. Children can come to school in their own party clothes.
Imitation	Lesson 2: Read and respond Lesson 3: To collect vocabulary (things found at a party) Lesson 4: Orally rehearse part 1 Lesson 5: To use adjectives (describe things at a party) Lesson 6: Orally rehearse part 2 Lesson 7: To write an accurate sentence (pictures of a party using key language)
Innovation	Lesson 8: To design own birthday cake (for innovate) Lesson 9: To plan (party games for innovate) Lesson 10: Innovate (whole story map)
Guided Groups	Guided group Week 1 Shopping list for a party Guided group Week 2 Draw and label innovated celebration

Reception Writing MTP Sp1 - Supertato (Narrative)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

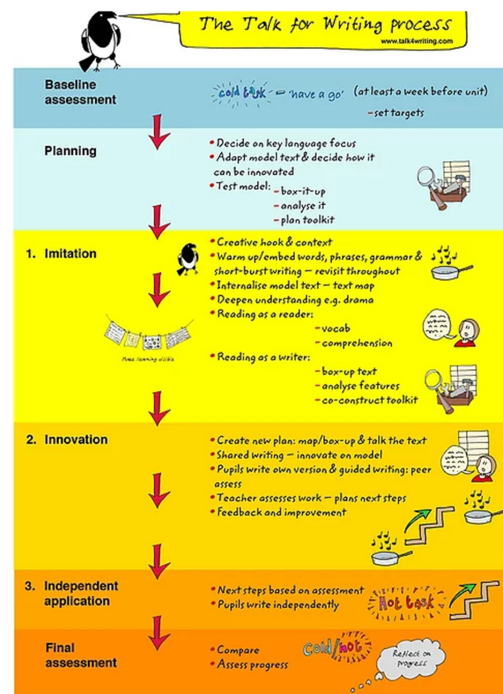
Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' write this down in the children's own words. Encourage them to expand on their ideas but do not provide language.
Hook	Lesson 1: Supertato crime scene (vegetables under cling film, police tape) receive a message from Supertato. Children collect evidence for him using clipboard and evidence sheets.
Imitation	Lesson 2: Read as a reader - focus on comprehension and collect language for magpie wall Lesson 3: Learn first part of story map Lesson 4: Language focus (character adjectives) Lesson 5: Learn second part of story map Lesson 6: Language focus (feeling adjectives) Lesson 7: Write accurate sentences to retell part of the story.
Innovation	Lesson 8: Design own villain Lesson 9: Write captions for innovated crimes Lesson 10: Innovate (part 1)
Guided Groups	Week 1 Design own super hero and write adjectives Week 2 Draw a picture of own crimes committed by the villain and write sentences

Reception Writing MTP Sp1 - The Three Billy Goats Gruff (Character Description)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

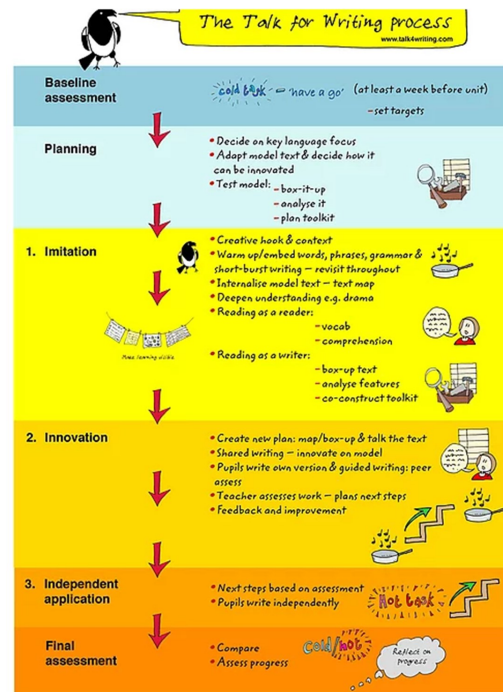
Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' write this down in the children's own words. Encourage them to expand on their ideas but do not provide language.
Hook	Lesson 1: Message Centre Link - Mean messages from the troll hidden around the setting. What kind of character would do this?
Imitation	Lesson 2: Read as a reader - focus on comprehension and collect language for magpie wall Lesson 3: Learn first part of story map Lesson 4: Language focus (character adjectives) Lesson 5: Learn second part of story map Lesson 6: Language focus (verbs - mean things that the troll might do) Lesson 7: Write accurate sentences to retell parts of the character description.
Innovation	Lesson 8: Design own mean character Lesson 9: Plan - Mean things that the innovated creature might do Lesson 10: Innovate the whole story map
Guided Groups	Week 1 Design own troll and write description Week 2 Draw and caption three pictures of things the troll might do.

Reception Writing MTP Sp1 - The Gingerbread Man (Journey Tale)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

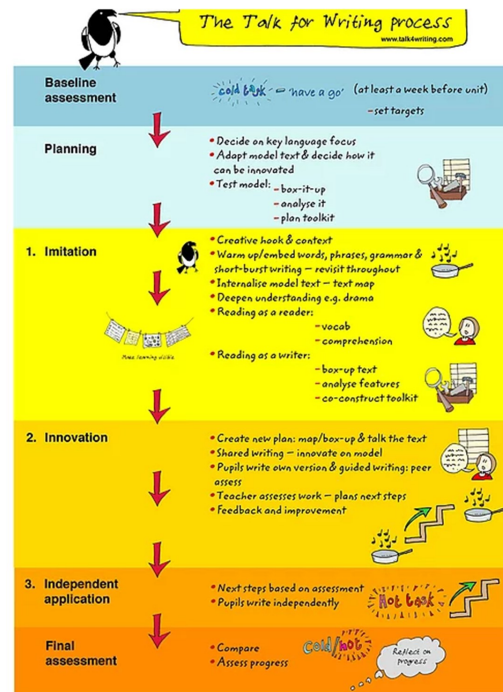
Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' write this down in the children's own words. Encourage them to expand on their ideas but do not provide language.
Hook	Lesson 1: Video using fxguru of gingerbread men escaping into the classroom. Can you find any evidence? Where might they have gone?
Imitation	Lesson 2: Read as a reader - focus on comprehension and collect language for magpie wall Lesson 3: Learn first part of story map Lesson 4: Language focus (character adjectives) Lesson 5: Learn second part of story map Lesson 6: Speech bubbles (what are the characters thinking) Lesson 7: Write accurate sentences to retell parts of the story
Innovation	Lesson 8: Design own character and label Lesson 9: Plan - Characters your character meets Lesson 10: Innovate
Guided Groups	Week 1 Design own gingerbread man (sentences to describe) Week 2 Rewrite a section of the gingerbread man story.

Reception Writing MTP Sp2 - The Gruffalo's Child (Journey Tale)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

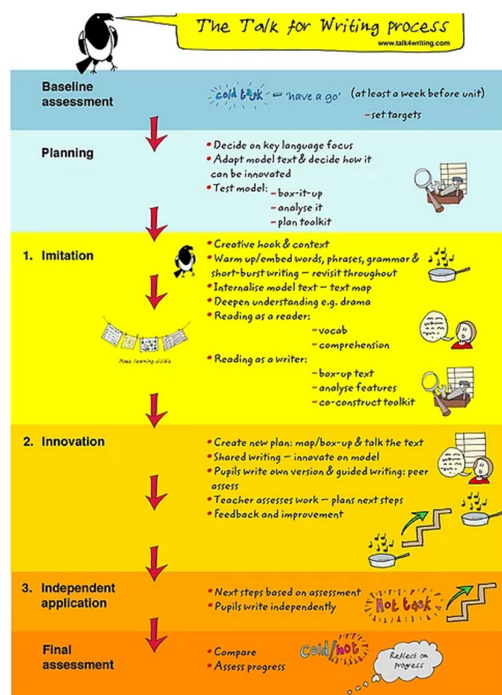
Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' write this down in the children's own words. Encourage them to expand on their ideas but do not provide language.
Hook	Lesson 1: Signs of winter scavenger hunt - vocabulary collection.
Imitation	Lesson 2: Read as a reader - focus on comprehension and collect language for magpie wall Lesson 3: Learn first part of story map Lesson 4: Language focus (winter adjectives -setting description) Lesson 5: To write an accurate sentence. To describe different settings. Lesson 6: Learn second part of story map Lesson 7: Write accurate sentences to retell parts of the story
Innovation	Lesson 8: Design and label a setting Lesson 9: Plan - Food the Big Bad Mouse will eat Lesson 10: Innovate
Guided Groups	Week 1 Winter scene pictures with sentences. Week 2 Rewrite a section of the Gruffalo's Child story

Reception Writing MTP Sp2 - Wild Animal Information Text (Non-Fiction)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

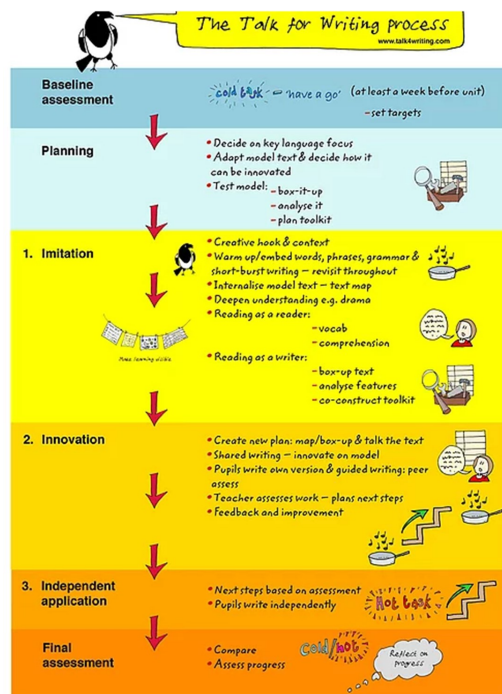
Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' write this down in the children's own words. Encourage them to expand on their ideas but do not provide language.
Hook	Lesson 1:
Imitation	<p>Lesson 2: Differences between fiction and non-fiction books. Children to look at features of non-fiction books</p> <p>Lesson 3: Language focus - scientific vocabulary to describe animal body parts</p> <p>Lesson 4: To research a wild animal</p> <p>Lesson 5: Learn story map about wild animal</p> <p>Lesson 6: Language focus - language to talk about animals (herbivore, carnivore, mammal etc.)</p> <p>Lesson 7: Write an accurate sentence (facts about the wild animal)</p>
Innovation	<p>Lesson 8: Design and label own fictional animal</p> <p>Lesson 9: Plan - innovations for own wild animal</p> <p>Lesson 10: Innovate</p>
Guided Groups	<p>Week 1</p> <p>Label a picture of a wild animal and write a fact</p> <p>Week 2</p> <p>Design own wild animal and write own fictional fact</p>

Reception Writing MTP Sp2 - We're Going on a Bear Hunt (Narrative)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

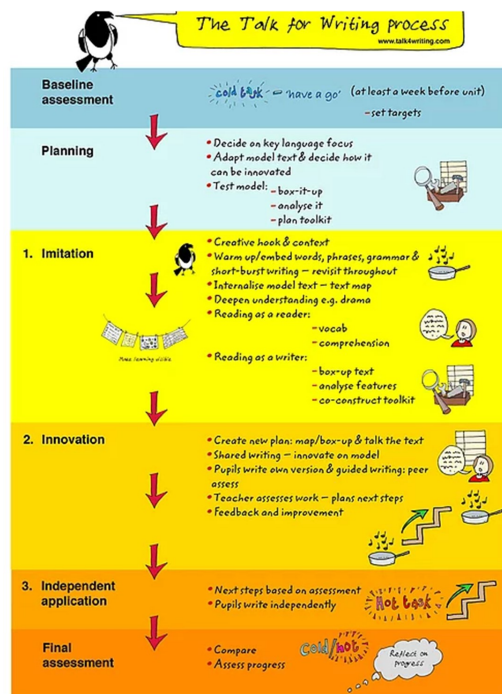
Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' write this down in the children's own words. Encourage them to expand on their ideas but do not provide language.
Hook	Lesson 1: Share the story outside and reenact. Read and respond - identify repeated refrains
Imitation	Lesson 2: To collect vocabulary - setting description Lesson 3: To orally rehearse Lesson 4: To write an accurate sentence - to describe settings in the book Lesson 5: To collect vocabulary - feeling adjectives Lesson 6: To write an accurate sentence - retell part of the story map Lesson 7: To orally rehearse
Innovation	Lesson 8: Design a setting for your innovation. Lesson 9: Draw and describe - the character your are running away from. Lesson 10: Innovate whole text
Guided Groups	Week 1 Draw a picture of a scene from the story. Write a sentence to explain what is happening. Week 2 Draw a picture from your innovated story. Write a sentence to explain what is happening.

Reception Writing MTP Sum1 - Life Cycle of a Butterfly (Non-Fiction)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

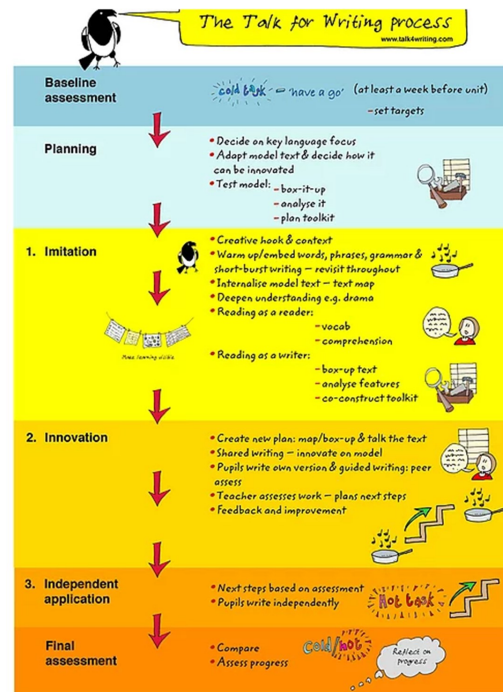
Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' write this down in the children's own words. Encourage them to expand on their ideas but do not provide language.
Hook	Lesson 1: Order caterpillars for caterpillar nets - children research caterpillars as a hook for the topic.
Imitation	Lesson 2: Language focus - scientific vocabulary Lesson 3: To orally rehearse Lesson 4: To write an accurate sentence using scientific vocabulary Lesson 5: To use fronted adverbials to sequence facts
Innovation	Lesson 6: To research other insect life cycles Lesson 7: To draw and label own insect (scientific language) Lesson 8: To draw and name the life cycle stages of innovated insect Lesson 9: To write an accurate sentence for stages of innovated insect Lesson 10: To innovate own life cycle
Guided Groups	Week 1 Sentences about caterpillars using scientific language Week 2 Caterpillar/own insect life cycle

Reception Writing MTP Sum1 - Pirates Love Underpants (Character Description)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

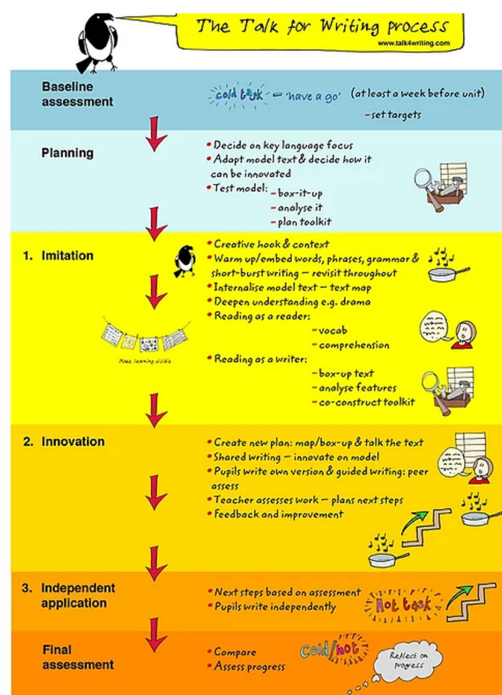
Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' write this down in the children's own words. Encourage them to expand on their ideas but do not provide language.
Hook	Lesson 1: Pirate Redbeard has captured the Minpins. Let's design a wanted poster to help the police catch him.
Imitation	Lesson 2: Language focus - Physical character description Lesson 3: To orally rehearse Lesson 4: Language focus - adding extra information using and Lesson 5: To write an accurate sentence crimes committed by Captain Redbeard
Innovation	Lesson 6: Design and label own pirate Lesson 7: To write an accurate sentence - description for own pirate Lesson 8: To plan and write innovated crimes Lesson 9: To rewrite a section of the model text using innovation Lesson 10: To innovate whole character description
Guided Groups	Week 1 Draw a wanted poster and write sentences for Captain Redbeard Week 2 Write section of innovated character description

Reception Writing MTP Sum2 - Octopus Information Text (Non-Fiction)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

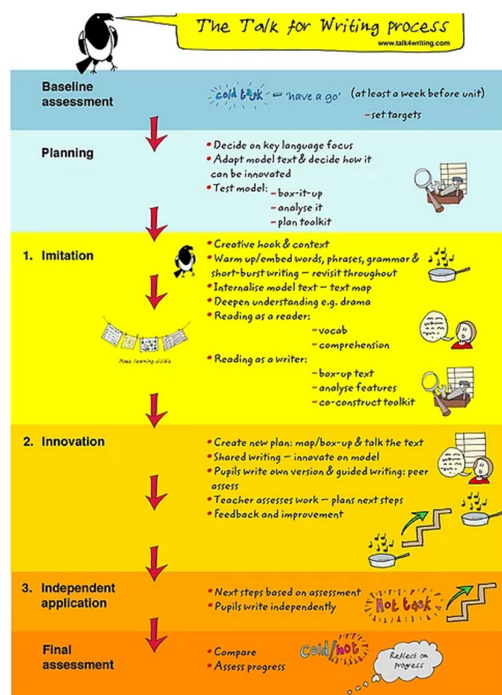
Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' write this down in the children's own words. Encourage them to expand on their ideas but do not provide language.
Hook	Lesson 1: Children to research octopus facts - scavenger hunt
Imitation	Lesson 2: Language focus - scientific vocabulary Lesson 3: To orally rehearse Lesson 4: To write an accurate sentence using scientific vocabulary (octopus facts) Lesson 5: To write a question - what do we want to find out?
Innovation	Lesson 6: To research other sea creatures Lesson 7: To design and label innovated sea creature (scientific language) Lesson 8: To plan food that own sea creatures eat and how to catch it Lesson 9: To write an accurate sentence - facts about own sea creature Lesson 10: To innovate own sea creature information text
Guided Groups	Week 1 Draw octopus and write three facts Week 2 Draw own sea creature and write three facts

Reception Writing MTP Sum2 - Snail and the Whale (Persuasion)



A Unique Child: what a child might be doing

RANGE 6
(cont.)

- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

Statutory ELG: Writing

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.

Baseline Assessment	Ask individual children 'Can you tell me a story?' write this down in the children's own words. Encourage them to expand on their ideas but do not provide language.
Hook	Lesson 1: Letter from the snail saying that the whale is stuck on the beach. The snail is begging the children to save the whale. Make a poster asking people to save the whale.
Imitation	Lesson 2: To orally rehearse Lesson 3: Language focus - emotive language (feelings) Lesson 4: Language focus conjunctions Lesson 5: To rewrite sections of the model text Lesson 6: To orally rehearse
Innovation	Lesson 7: To research plastic pollution Lesson 8: To plan reasons (1 and 2) Lesson 9: To plan the ending Lesson 10: To innovate own persuasive letter
Guided Groups	Week 1 Rewrite sections of the model text Week 2 Make a poster using emotion language