

English Overview: Reception

Context:

Children should use letters and symbols to communicate our ideas to readers. As our speaking and reading skills develop, we move from mark making to forming letters and words. Children should 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. Children should hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

Plan:

- Verbally rehearse or retell a story before writing using a whole class story map.

Spelling:

- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write some CVC (consonant, vowel, consonant) and CVCC words correctly.
- Write our name, and some other familiar words (words that we know well) e.g. mum, dad, sibling's name etc.
- Spell label familiar places, animals and objects with accuracy, e.g. shop, car, dog, duck,

Grammar:

- Use a capital letter at the start of their own name
- Use finger spaces
- Know that words are ordered from left to right

Draft & Write:

- Write simple phrases and sentences that can be read by others.
- Write their own name

Vocabulary:

- Learn as many different words as we can, so that we can read and write clearly.

Evaluate & Edit:

- Re-read what they have written to check that it makes sense.

Punctuation:

- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Handwriting:

- Writing should be able to be read by others.
- Write recognisable letters, most of which are correctly formed.

Early Learning Goals:

- 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.