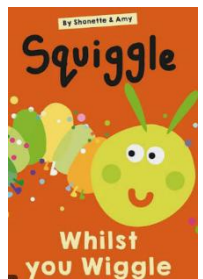




Writing in reception at Dean Valley

Suggest time scale	Teaching sequence and methods used	As advised in the writing framework July 2025
September – December	 Letter of the day – following squiggle session. First name writing 	<i>On joining reception, some children may need teaching and practice in using and manoeuvring their thumb, wrist and shoulder muscles in the way they need for handwriting. Initially, handwriting lessons could include learning the movements needed to form letters, practising these movements at a range of sizes (for example, in the air or, for some children, with fingers on a surface that leaves a trace), learning how to hold and control a pencil and the correct position for writing. They may also need additional support to ensure they are secure in their understanding of key directional words such as, 'up', 'down', 'round' and 'back'. Teaching should then progress to specific handwriting lessons and practice. This might initially include systematic teaching of and practice in moving the pencil to master the horizontal, diagonal, vertical and circular strokes needed for writing. It should progress to teaching letter formation, focusing on where to start each letter, the direction of formation, its shape, position and, later on, its spacing relative to other letters.</i>
October - April	 Initial sounds – code in drawing club. Moving to CVC word writing.	<i>While children are developing their ability to form letters and spell in reception, the majority of composition will be oral. They should therefore be taught how to compose simple sentences orally, preparing the ground for writing sentences later and for punctuating them accurately with a capital letter and a full-stop. Ofsted 34 recommends providing sufficient high-quality opportunities for children to practise using foundational knowledge and skills, and warns against introducing complex tasks too early and expecting children to work on tasks that are beyond their competence. They should not be expected to produce extended pieces of writing. Instead, they should be taught and should practise transcription and oral composition skills. Teachers should focus on developing the quality of children's writing (letter formation and spelling) and not the length. Some children will experiment with what has been called 'emergent writing'. They will draw and make marks, perhaps beginning to write single letters, their name or whole words as they notice print in books and the wider world. They may start to think of themselves as 'writers' and enjoy the feeling of conveying their ideas on paper, even if no-one else can decipher what they have written or drawn.</i>



Writing in reception at Dean Valley

April - July	 Teacher modelled sentences including CVC and taught red words. Dictated phrase or sentence. Independent sentence with small changes from modelled sentence. Full name writing.	<i>Dictation is helpful for all children so that they can practise the transcription they are taught. It takes different forms: asking children to write individual letters or a single word, or to write a sentence after saying it. It can be particularly useful for less confident writers because, until they become more expert in handwriting, it removes the additional demand of thinking of their own words to write down.</i> <i>It is important that all children have opportunities to develop their writing as far as they can in reception, but teachers must ensure letter formation is secure before text gets longer. By the end of the reception year, children who have been following a phonics programme may well be writing longer sentences in which the spelling is phonically plausible and which are correctly punctuated. They may also be writing more extended pieces. However, this is not necessary for them to be judged to have achieved this aspect of the early learning goal for Writing. Children may spell some words correctly, including some common exception words, and make phonically plausible attempts at others using GPCs that have been taught but are not correctly selected.</i>
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Early Learning Goal advice

To meet the early learning goal for Writing:

- sentences and phrases can be transcribed (from dictation) rather than independently composed
- sentences and phrases can be simple rather than extended
- sentences and phrases must be readable, but may contain some mistakes in letter formation
- sentences and phrases do not need to contain punctuation (including capital letters)
- not all words need to be correctly spelt

(The Writing Framework July 2025)

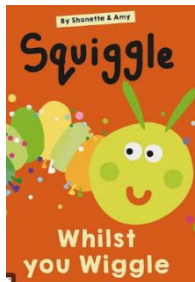


Writing in reception at Dean Valley

Our rationale



With daily Dough Disco™ a child's brain learns to control the fingers a lot quicker. Children need to have strong muscles in their hands to enable them to write effectively. This is exercise for the fingers to improve fine motor control and gross motor skills. Doing these simple, fun exercises will help your child prepare for writing.



Squiggle While You Wiggle is an early childhood writing program that uses dance and whole-body movements to develop the physical strength and control children need to write. Children "wiggle" using fabrics to music, then "squiggle" by transferring those same shapes and motions onto paper with crayons or pens.



Drawing club gives children the chance to be immersed in the world of story and shows them the joy of who they are. It shares a treasure trove of vocabulary with children to open up the playground of language to them. It develops children's creativity and imagination to show them that they are extraordinary. Children are motivated to write "secret codes" to bring their drawings to life, smoothly transitioning them from mark-making to phonics and sentences.

All writing taught is aligned with Read Write Inc phonics sessions. Children are exposed to set 2 (first six sounds) to allow them to make plausible attempts at writing.



Writing in reception at Dean Valley

Writing progress using small steps from early mark making to writing phrases and simple sentences, dependent on individuals starting points.

Writing is made accessible for all children.

Writing is frequently assessed, verbal feedback is used, next steps shared and adult support given as needed.

Writing opportunities are always available in the classroom provision.

Weekly independent writing challenges are in the classroom provision. Adult support and feedback is given when needed.

Writing is moderated in school and with local schools.

End points in Reception are shared with Year 1 teacher to enable continued progression and interventions continued as needed.

Our practice is regularly reviewed to ensure all children reach their full potential.