

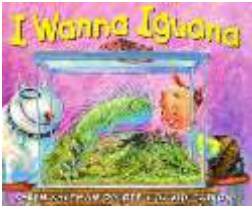

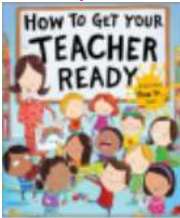
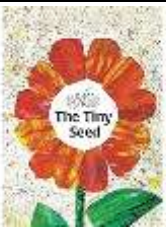







Reception Writing Overview 2025-26



	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Cross curricular links	All about me RE- Multi faith week	Celebrations (Guy Fawkes) Seasons and Celebrations	Transport (past and present transport) Things with Wings	Things with Wings	Bolton over time Queen Discovering the UK Planting seeds	Explorers Lives of significant explorers Christopher Columbus RE/Art- Spirited Arts week
Class Novel/Fiction	 The Rainbow Fish Marcus Pfister	 Poppies CBeebies	 All Aboard the London Bus Patricia Toht  How to Catch a Star Oliver Jeffers	 Space Tortoise Ross Montgomery  The Giant Jam Sandwich John Vernon Lord	 Katie and the Sunflowers James Mayhew  Jack and the Jellybean Stalk Rachael Mortimer	 Handa's Surprise Eileen Brown  On Sudden Hill Linda Sarah

<p>Class Novel/Non- Fiction</p>		 <p>Meet the Weather Caryl Hart Review</p>	 <p>Chocolate Cake Michael Rosen Instructions</p>  <p>I Wanna Iguana Karen Kaufman Orloff Persuasive Letter</p>	 <p>If Sharks Disappeared Lily Williams Report</p>  <p>How to Get Your Teacher Ready for School Jean Reagan Instructions</p>	 <p>The Tiny Seed Eric Carle Explanation</p>  <p>The Big Book of Bugs Yuval Zommer Fact file</p>	 <p>The Snail & The Whale Julia Donaldson Postcard</p>  <p>Penguins National Geographic Fact file</p>
<p>Unit & skills Not write stuff Units</p>	<p>Texts Marvellous me</p> <p>Special books (All about me books created at home home)</p> <p>10 Super heroes</p> <p>A Superhero like you</p>	<p>Firework poems</p> <p><u>Poem 1 week</u></p> <p>Outcome: To write a poem</p> <p>The Leaf Thief</p> <p><u>Narrative 1 week</u></p> <p>Outcome: To sequence the story and write about it</p>				

	<p><u>All about me:</u> <u>Weeks 1-7</u></p> <p>Outcome: Writing their name. Writing what they can do. Describe themselves as a super hero Collectively write a superhero rhyme with an adult. Write body parts.</p> <p>Skills: Sitting at a desk with good posture for writing. Attempt to mark make independently. Writes initial letter of own name. Write own name. (may be incorrectly formed/ a mix of upper and lower case letters.) Show some control in mark making. Imitates adults' writing and understands the purpose of writing. Copies over/under a model. Start to understand capital letters and full stops.</p>	<p>It was a cold dark night</p> <p><u>Narrative 1 week</u></p> <p>Skills: Attempt to mark make independently. Write initial letter of own name. Writes own name. (may be incorrectly formed/ a mix of upper and lower case letters.) Show some control in mark making. Imitates adults' writing and understands the purpose of writing. Copy over/under a model. Say what they want to write, speaking in clearly defined statements or sentences.</p>				
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<p>Unit & skills The write stuff</p>		<p><u>Assessment Week</u></p> <p>Poppies</p> <p><u>Narrative</u> <u>2 Weeks</u></p> <p>Outcome: To write a narrative Write about the setting Write about how rabbit felt</p> <p>Listen to, read and respond to texts. Attempt to mark make independently. Write initial letter of own name. Writes own name. (may be incorrectly formed/ a mix of upper and lower case letters.) Show some control in mark making. Imitates adults' writing and understands the purpose of writing. Copy over/under a model. Writes single letters or groups of letters which represent meaning.</p>	<p>All aboard a London bus</p> <p><u>Narrative</u> <u>2 weeks</u></p> <p>Outcome: To write a narrative based on a story.</p> <p>Skills: Show some awareness of different purposes of writing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Is beginning to write coherent statements applying emerging phonic knowledge, although may have some errors in letter shapes and spelling. Listen to, read and respond to texts. Attempt to mark make independently.</p>	<p><u>Assessment Week</u></p> <p>Space Tortoise</p> <p><u>Narrative</u> <u>2 weeks</u></p> <p>Outcome: To write a story based on a plot structure.</p> <p>Skills: Spell words by identifying sounds in them and representing the sounds with a letter or letters. Show some awareness of different purposes of writing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Listen to, read and respond to texts. Imitates adults' writing and understands the purpose of writing. Say what they want to write, speaking in clearly defined statements or sentences.</p>	<p>Katie and the Sunflowers</p> <p><u>Narrative</u> <u>1 week</u></p> <p>Outcome: To write a story based on a plot structure.</p> <p>Skills: Use adjectives. Writes simple phrases and sentences that can be read by others. Use 'and' to join two sentences Spell words by identifying sounds in them and representing the sounds with a letter or letters. Show some awareness of different purposes of writing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Listen to, read and respond to texts.</p>	<p><u>Assessment Week</u></p> <p>Handa's surprise</p> <p><u>Narrative</u> <u>2 weeks</u></p> <p>Outcome: To write a story based on a plot structure.</p> <p>Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip. 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. Use 'and' or 'because' to join two sentences. Express feelings.</p>
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		<p>Say what they want to write, speaking in clearly defined statements or sentences.</p> <p>Know print has meaning and that, in English, is read from left to right and top to bottom.</p> <p>Use capital letters and full stops.</p>	<p>Writes own name. (may be incorrectly formed/ a mix of upper and lower case letters.)</p> <p>Show some control in mark making.</p> <p>Imitates adults' writing and understands the purpose of writing.</p> <p>Copies over/under a model. Writes single letters or groups of letters which represent meaning.</p> <p>Say what they want to write, speaking in clearly defined statements or sentences.</p>		<p>Imitates adults' writing and understands the purpose of writing.</p> <p>Say what they want to write, speaking in clearly defined statements or sentences.</p>	
<p>Unit & skills The write stuff</p>	<p>Rainbow fish</p> <p><u>Narrative 1 week (week 8)</u></p> <p>Outcome: To write a narrative about the Rainbow fish.</p> <p>Skills: Understand capital letters and full stops. Listen to, read and respond to texts.</p>	<p>Meet the Weather</p> <p><u>Review 2 weeks</u></p> <p>Outcome: To write a weather review</p> <p>Skills: Listen to, read and respond to texts. Attempts to mark make independently. Writes initial letter of own name.</p>	<p>How to catch a star</p> <p><u>Narrative 2 weeks</u></p> <p>Outcome: Write a narrative based on a story</p> <p>Skills: Write recognisable letters, most of which are correctly formed. Shows some awareness of different purposes of writing.</p>	<p>The Giant Jam Sandwich</p> <p><u>Narrative 2 weeks</u></p> <p>Outcome: To write a story based on a plot structure.</p> <p>Skills: Spell words by identifying sounds in them and representing the</p>	<p>Jack and the Jellybean Stalk</p> <p><u>Narrative 1 Weeks</u></p> <p>Outcome: To write a story based on a plot structure.</p> <p>Skills: Use adjectives. Writes simple phrases and sentences that can be read by others.</p>	<p>On Sudden Hill</p> <p><u>Narrative 1 week</u></p> <p>Outcome: To write a story based on a plot structure.</p> <p>Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip. Writes recognisable letters, most of which are correctly</p>

	<p>Attempts to mark make independently. Write initial letter of own name. Write own name. (may be incorrectly formed/ a mix of upper and lower case letters.) Show some control in mark making. Imitates adults' writing and understands the purpose of writing. Copies over/under a model.</p>	<p>Writes own name. (may be incorrectly formed/ a mix of upper and lower case letters.) Show some control in mark making. Imitates adults' writing and understand the purpose of writing. Copy over/under a model. Writes single letters or groups of letters which represent meaning. Say what they want to write, speaking in clearly defined statements or sentences. Use capital letters and full stops.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Is beginning to write coherent statements applying emerging phonic knowledge, although may have some errors in letter shapes and spelling. Listen to, read and respond to texts. Imitates adults' writing and understands the purpose of writing. Copy over/under a model. Writes single letters or groups of letters which represent meaning. Say what they want to write, speaking in clearly defined statements or sentences. Use capital letters and full stops.</p>	<p>sounds with a letter or letters. Show some awareness of different purposes of writing. Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Listen to, read and respond to texts. Imitate adults' writing and understands the purpose of writing. Say what they want to write, speaking in clearly defined statements or sentences. Use capital letters and full stops.</p>	<p>Use 'and' to join two sentences Spells words by identifying sounds in them and representing the sounds with a letter or letters. Shows some awareness of different purposes of writing. Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Listen to, read and respond to texts. Imitate adults' writing and understands the purpose of writing. Say what they want to write, speaking in clearly defined statements or sentences.</p>	<p>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. Use 'and' or 'because' to join two sentences. Express feelings. Use adjectives.</p>
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			<p>Chocolate cake <u>Narrative 1 week</u></p> <p>Outcome: Write a set of Instructions</p> <p>Skills: Use imperative verbs Show some awareness of different purposes of writing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Is beginning to write coherent statements applying emerging phonic knowledge, although may have some errors in letter shapes and spelling. Listen to, read and respond to texts. Imitates adults' writing and understands the purpose of writing. Copy over/under a model. Writes single letters or groups of letters which represent meaning.</p>	<p>If sharks disappeared <u>Report 1 week</u></p> <p>Outcome: To write a report Skills: Identify all lower case letters of the alphabet. Use 'and' to join two sentences Spells words by identifying sounds in them and representing the sounds with a letter or letters. Show some awareness of different purposes of writing. Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Listen to, read and respond to texts. Imitates adults' writing and understands the purpose of writing. Say what they want to write, speaking in clearly defined statements or sentences. Use</p>	<p>The Tiny Seed <u>Explanation 1 Weeks</u></p> <p>Outcome: To write an explanation Skills: Recognise all capital letters. Use adjectives. Write simple phrases and sentences that can be read by others. Use 'and' or 'because' to join two sentences Spell words by identifying sounds in them and representing the sounds with a letter or letters. Shows some awareness of different purposes of writing. Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Listen to, read and respond to texts. Imitates adults' writing and</p>	<p>The Snail and the Whale <u>Postcard 1-2 weeks</u></p> <p>Outcome: To write a postcard Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip. Writes 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. Use 'and' or 'because' to join two sentences. Express feelings. Use adjectives.</p>
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			Say what they want to write, speaking in clearly defined statements or sentences.	capital letters and full stops.	understands the purpose of writing. Say what they want to write, speaking in clearly defined statements or sentences.	
			<p><u>I wanna Iguana Narrative 1 week</u></p> <p>Outcome: Write a Persuasive letter</p> <p>Skills: Show some awareness of different purposes of writing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Is beginning to write coherent statements applying emerging phonic knowledge, although may have some errors in letter shapes and spelling. Listen to, read and respond to texts. Imitates adults' writing and</p>	<p><u>How to get your teacher ready for school</u></p> <p><u>Instructions 1 week</u></p> <p>Outcome: To write instructions</p> <p>Skills: Use imperative verbs. Use 'and' to join two sentences Spells words by identify sounds in them and representing the sounds with a letter or letters. Shows some awareness of different purposes of writing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p><u>The Big Book of Bugs Fact file 2 Weeks</u></p> <p>Outcome: To write a fact file</p> <p>Skills: Recognise all capital letters. Use adjectives. Write simple phrases and sentences that can be read by others. Use 'and' or 'because' to join two sentences Spell words by identify sounds in them and representing the sounds with a letter or letters. Shows some awareness of different purposes of writing. Holds a pencil effectively</p>	<p><u>Penguins Fact file 1 Week</u></p> <p>Outcome: To write a fact file</p> <p>Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip. Writes 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. Use 'and' or 'because' to join two sentences.</p>

			understands the purpose of writing. Writes single letters or groups of letters which represent meaning. Say what they want to write, speaking in clearly defined statements or sentences.	Listen to, read and respond to texts. Imitates adults' writing and understands the purpose of writing. Say what they want to write, speaking in clearly defined statements or sentences.	in preparation for fluent writing – using the tripod grip in almost all cases. Listen to, read and respond to texts. Imitates adults' writing and understands the purpose of writing. Say what they want to write, speaking in clearly defined statements or sentences.	
Writing opportunities	<u>Scaffolded</u> All about me sentences. Super hero descriptions of powers. Superhero poems Rainbow fish narrative sentences <u>Independent</u> Writing name using name card in using different mediums e.g. whiteboards, sand, foam Various activities for fine motor skill development e.g.	<u>Scaffolded</u> Poems Narrative sentences Sequencing stories Weather reviews Word bank for hedgehogs <u>Independent</u> Writing own ideas Writing name using different mediums e.g. whiteboards, sand, foam Various activities for fine motor skill development e.g. playdough, tweezers, cutting and sticking.	<u>Scaffolded</u> Narrative sentences Recipe Persuasive letters <u>Independent</u> Writing own ideas Writing name and tricky words using different mediums e.g. whiteboards, sand, foam Various activities for fine motor skill development e.g. playdough, tweezers, cutting and sticking.	<u>Scaffolded</u> Narrative sentences Report Instructions <u>Independent</u> Writing own ideas Writing name and tricky words using different mediums e.g. whiteboards, sand, foam	<u>Scaffolded</u> Narrative sentences Explanations Fact files <u>Independent</u> Writing sentences. Writing own ideas Writing name and tricky words using different mediums e.g. whiteboards, sand, foam	<u>Scaffolded</u> Narrative sentences Postcard Fact files <u>Independent</u> Writing own sentences in a story, postcard and fact file Writing tricky words using different mediums e.g. whiteboards, sand, foam

	playdough, tweezers					
Enrichments	Life Education session Superhero day	DRUUM Book Fair	Children's Mental Health Week	World Book Day	Caterpillars to look after	Spirited Arts Week Book Fair