Medium term plan for Writing

Reception	Objectives to be simmering throughout the year.		
	• Moving from oral planning (e.g. role play) to written planning models (e.g. notes, diagrams, flowcharts). • Leaves spaces between words and/or word-like clusters in their writing. • Using phonic knowledge to write words in ways which match their spoken sounds.		
	Autumn	**Spring**	**Summer**
Composition	• Beginning to give meaning to marks they have made, but not always consistently. (e.g. Adult asks "What have you written?" Child responds "Mummy … Jayden" but may respond differently when later asked.) • Saying some words about what they are going to write. (e.g. Teacher asks "What are you going to write under your picture?" Child responds "Mummy … shopping".)	• Consistently assigning meaning to marks they have made. (e.g. Adult asks "What have you written?" Child responds "Mummy … Jayden" and says the same thing when asked later in the day.) • Repeats and remembers a sentence about a picture suggested by and rehearsed with the teacher. (e.g. Teacher talks about the child's picture and suggests the sentence "I am playing in the park", repeating this several times. With support, the child can repeat it back.) • Orally rehearses a sentence before writing when guided by an adult. (e.g. Teacher asks "What do you want to write underneath your picture?" Child responds "I went shopping with Mum.") • Beginning to correct some simple	• Writes simple sentences which can be read by themselves and others. • Saying aloud what they have written. (e.g. The child uses their knowledge of letter-sound correspondences to help them read back their writing the same way each time.) • Making simple changes to improve accuracy with the support of an adult. (e.g. Teacher asks "What do we put at the end of a sentence?" Child adds a full stop at the end of their writing.)

		errors with the support of an adult (e.g. incorrect word choice, spellings).	
Transcription	• Making writing-like marks which can be distinguished from drawing. • Writes all letters of the alphabet and say the sounds they most commonly represent. • Including some recognisable familiar letters and numbers in their 'writing'. • Copies individual letters from a provided model.	• Writes the consonant digraphs which have been taught and say the sounds which they represent. • Writes the vowel digraphs which have been taught and says the sounds which they represent. • Segmenting spoken CVC and CVVC words into sounds before choosing graphemes to represent the sounds (e.g. sun, food). • Copies entire words from a model, correctly forming some letters. (e.g. The child can write a CVC word, using a phonics/handwriting mat to copy letters.) • Leaves spaces between words and/or word-like clusters in their writing.	• Segmenting words with adjacent consonants into sounds before choosing graphemes to represent the sounds. (e.g. stop, end) • Some words are spelt correctly and others are phonetically plausible.