Reception Autumn

Writing

To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds

Comprehension

To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes

Fine motor

To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezer to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation
make snips in paper To hold a fork and spoon correctly	To begin to hold a knife correctly and use to cut food with support To use tap and pin

V

Monday

Story/text immersion

Read the entire story/text, ensuring you bring it to life to develop engagement and understanding.

Teacher outcomes:

- ***Pupils will engage and be excited by the text/story.***
- ***Pupils will acquire or develop their understanding of 1 explicit piece of vocabulary and other words within/associated with the text.***
- ***Pupils will know and be able to talk key characters, places and events in the story.***
- ***Pupils will be able to give opinions about characters, places and events in the story.***

<u>ELG AIM:</u>

- ***Demonstrate understanding when talking about the book/text.***

- ***I can talk about the book/text.***

Tuesday - Friday

Tuesday	Wednesday	Thursday	Friday
CR V	CR V	CR V	CR V
Revisit and close read a chosen page/s from the book shared on Monday. *- Pupils will acquire or develop their understanding of 1 explicit piece of vocabulary .* All children participate actively during modelling of an initial sound (1) or CVC word associated to the content read in the session, pitched at the children's phonics level. Model: Word count, phonic application, writing foundations	Revisit and close read newly chosen page/s from the book shared on Monday. *- Pupils will acquire or develop their understanding of 1 explicit piece of vocabulary .* All children participate actively during modelling of an initial sound (1) or CVC word associated to the content read in the session, pitched at the children's phonics level. Model: Word count, phonic application, writing foundations	Revisit and close read newly chosen page/s from the book shared on Monday. *- Pupils will acquire or develop their understanding of 1 explicit piece of vocabulary .* All children participate actively during modelling of an initial sound (1) or CVC word associated to the content read in the session, pitched at the children's phonics level. Model: Word count, phonic application, writing foundations	Revisit and close read newly chosen page/s from the book shared on Monday. *- Pupils will acquire or develop their understanding of 1 explicit piece of vocabulary .* All children participate actively during modelling of an initial sound (1) or CVC word associated to the content read in the session, pitched at the children's phonics level. Model: Word count, phonic application, writing foundations

Teacher supported writing	LSA supported writing	Independent mark making/name making/copying activity	Initial sound/single sound focused activity	Story/retelling based activity
Children write the initial sound or CVC words for objects/pictures related to close read on the day. Initial sound or CVC word can be replication of the one modelled by the teacher or another known sound or word with known sounds.	Children write the initial sound or CVC words for objects/pictures related to close read on the day. Initial sound or CVC word can be replication of the one modelled by the teacher or another known sound or word with known sounds.	The mark making can have a role play element See progression of skills (…) for ideas Ensure scaffolds and examples are available to show end goal, familiar activities will achieve independent access..	Sound based activity in which children can practice phonic application of known sounds	Children have an opportunity to retell the story to develop storytelling skills. See progression of skills (…) for guidance on expectations.