




# Reception Weekly Writing Focused Outcomes 2024 - 2025

Magnificent Me								
Autum 1 texts & outcomes	Key Text	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<p>Barefoot book of children</p>  <p>We are family - Hegarty /Usborne book of family</p>  <p>Supertato - Hendry &amp; Linnet</p>  <p>The squirrels that squabbled - Bright &amp; Field</p>	<p>Barefoot book of children:</p> <p>All about me Using mirrors to draw self portraits</p> <p>Lots of creative activities on formation, exploring line and control.</p>	<p>Emotions The Colour Monster – Llenas</p> <p>Ensure that pupils understand that marks make meanings.</p>	<p>We are family:</p> <p>Share pages to encourage discussion and extend vocabulary. Pupils will be able to give meaning to the marks they make about their family. Key vocabulary - family, similar, different, special, skin colour, naming family members</p> <p>Discuss what makes us the same and what makes us different</p> <p>A daily focus on pupils writing their own name across the half term.</p> <p>Action songs - Pat a cake, Head, shoulders knees and toes, This old man (extending vocabulary_)</p>	<p>Supertato:</p> <p>Create a scene from the story where the evil pea has 'attacked' one of the vegetables.</p> <p>Re-enact parts of the story and use story telling suitcases and story maps to capture the sequence.</p> <p>Add post-it notes of initial sounds to the map.</p> <p>Guided Group write - Letter formation &amp; oral blending of simple words. Focus initial sounds S A T P I N M D G O C K C K</p> <p>High frequency words through reading and writing is, I IS and I</p> <p>Orally innovate the story using props. pupils capture their ideas through art, mark making /initial sounds and discussion with teachers eg. He is bad. He is mad.</p>	<p>The Squirrels that squabbled: (linked to understanding of the world)</p> <p>Role play: Teachers have a squabble that introduces the story of the fighting squirrels Speech bubble from Cyril about his predicament.</p> <p>Map of the nutty nut race which is labelled using phonic skills.</p> <p>Watch clips of hibernating animals and draw 5 of them and use phonics to label them.</p> <p>Film pupils re-enacting and telling the story /create an assembly for parents to showcase the story</p> <p>Make autumn poem based on The Squirrels and what happens in autumn? Leaves flutter, flutter flutter. Conkers crack, crack, crack. Acorns drop, drop, drop etc.</p> <p>Guided group work - linked directly to phonics High frequency words through reading and writing the, is, I</p> <p>Writing assessment: name Assess Write Dance impact with all children to ascertain groups after half term</p>		
Supplementary texts	<p>You Choose - Goodhart &amp;</p> <p>Sharrratt A great big cuddle – Rosen</p>	<p>Funny Bones - Ahlberg</p> <p>Hello World – My Body – McDonald</p>	<p>Everybody feels Happy/sad - Butterfield</p> <p>The good mood hunt – Oram &amp; Partis</p>	<p>In every house in every street - Hitchman &amp; Baleine</p>	<p>When we grow up – Walsh</p>	<p>My first seasons book - DK (dipped into across the year)</p> <p>Out and about -- Hughes</p>		



WINTER & (CELEBRATIONS)							
Key Text	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Jack Frost - Kazuno	What can you see in Winter? - Smith	One Snowy Night - Gruffalo Child :		Chinese New Year	We're going on a bear hunt - Rosen		Rabbit's Pancake Picnic
One Snowy Night - Inkpen/ The Gruffalo's Child - Donaldson	Jack Frost:	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words.		Other cultures - what do other cultures celebrate?	Descriptive words - bear		Speech bubbles for characters.
Lunar New Year - First Festivals		Guided writing based around developing short sentences in a meaningful context.		Food tasting - dancing and music.	ELG: Write simple sentences and phrases that can be read by others.		Understanding that different characters can talk even if not in story. Creating our own thoughts and speech for each character.
We're going on a bear hunt - Rosen		Create a story board. Practising correct letter formation.		Creating our own dances for CNY	Write short sentences with words with known letter-sound correspondences.		Comparing characters.
Rabbit's pancake Picnic - Evans & Bowles		Begin to write simple sentences. 'Hold and write a sentence'.		Invitations to CNY party - have one on the Friday	ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.		Comparing settings.
		Creating own story maps, writing captions and labels, writing simple sentences.			Write short sentences with words with known letter-sound correspondences.		Changing the story.
		Writing short sentences to accompany story maps.			Tell the children they are going to be acting the story of We're going on a bear hunt out tomorrow. Explain that they might need some props to act it out (such as a bear) model writing a list of what they think they will need. Children to write a list of things they will need to act out the story.		Story mapping - talking.
		Labels and captions.			Recount of story.		Make pancakes and have a pancake picnic.
		Write a sentence.			Act outside using props, story map, create the areas they visit within the outside area (field?)		
		Ensuring correct letter formation.					

Supplementary texts	A stroll through the seasons – Barnham (dip in over the year)		My first seasons book – DK		I definitely don't like winter – Barker & Pym		I love Chinese New Year – Nava				Mr Wolf's pancakes – Fearnley	
							The Runaway wok – Compestine & Serra				Pancakes, pancakes – Carle	
Spring 2 Texts and outcomes	GROWING											
	Key Text	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6					
	Jack and the beanstalk – Alperin	Jack and the beanstalk: Hook – a beanstalk has grown in the classroom as the initial hook. Prediction sentences about what could be at the top of your beanstalk. Growing spell – Perform Tall tall tall Grow, grow, grow Stretch, stretch, stretch	How does the beanstalk feel? (look at different pictures) I'm a beanstalk, bursting... I'm a beanstalk stretching..... Collect words – act out growing, bursting, stretch, twisting, climbing ... become beanstalks and talk photos.	Lola Plants a Garden: (Used as a stimulus for how to plant  Label their observational drawing of a flower eg. stem, root, petal, leaf.  Plant the Tiny Seed Simple instructions to tell Lola how to plant a seed/cress.  Pupils will plant cress. Record their observations and write captions.  I'm a little seed	Frog /Little Frog  Setting – the pond. Work around our pond in school. What does it look like? List of what we can see at the pond using clipboards and pencils.  Labelling a pond and creating mini ponds in a jar in the classroom.	Tadpole's Promise Hook – tadpoles within a jar appear in the classroom. Where could they have come from? Who what when where why?  Life cycle of a frog and butterfly/caterpillar  Caterpillars in class to release or tadpoles to put in the pond?						

Supplementary texts	<p><b>The booktime book of fantastic first poems -</b> edited Crebbin (dipped into across the year)</p>				
	<p><b>Jasper's beanstalk - Butterworth &amp; Inkpen</b></p> <p><b>Jack and the jellybean stalk - Mortimer</b></p>				
Summer 1 Texts and outcomes	<p><b>One Little Seed -</b> Davies</p> <p><b>Little green helpers -</b> Grow - Engel</p>				
	<p><b>Oi Frog - Gray &amp; Field</b></p>				
Summer 1 Texts and outcomes	ANIMALS				
	Key Text	Week 1	Week 2	Week 3	Week 4
	Dear Zoo - Campbell	Dear Zoo		Never Tickle a tiger	Supermarket Zooopermarket
	Never Tickle a tiger - Butchart & Boutavant	<p>Letters to the zoo and from the zoo. Using 'because' to create longer sentences.</p> <p>"I sent the elephant back because it was too big." Etc.</p> <p>Label their own zoo - which animals will they include in their zoo and why?</p> <p>Simple fact file about an animal of their choice. E.g. zebra, elephant, snake, etc. Using factual and descriptive sentences.</p>		<p>Discuss what we already know about zoos. What animals there? Etc.</p> <p>Begin to read story - areas made into a zoo, etc.</p> <p>Write lists for what not to do with a tiger and what to do. Repeat for other animals.</p> <p>E.g. never tickle, push, hit, etc. Always feed, stroke, greet, look, etc.</p>	<p>Lists of what we would buy from the supermarket zoopermarket.</p> <p>Compare this supermarket to a normal one.</p> <p>Role play in supermarket - language of asking questions and giving reasoning.</p> <p>Label animals in the supermarket and design pour own.</p> <p>Letter to the supermarket (e.g. asda) to ask for them to really have the products in them.</p>
	Supermarket Zooopermarket - Sharratt				

Supplementary Texts	Down in the jungle - song/rhyme		Poo in the zoo - Steve smallman		Elmer - David McKee		Rumble in the jungle
			Giraffes can't dance - Giles Andraea				
Summer 2 Texts and outcomes	ALL AROUND THE WORLD						
	Key Text	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Core Text Snail and the whale - Donaldson & Scheffler	Cold lands		Hot lands		Under the sea	
		Begin story of snail and whale. Introduce using feely tub. Map to find where the snail and the whale may go. Predictions, etc.  Begin to read one day in our blue planet = first part of story.  Setting descriptions for cold lands. What animas live here? What is the setting like?  Setting description - labelling and using adjectives to describe the setting.		Move onto next part of snail and whale. Next where do the snail and whale travel to? - hot lands, Hawaii, etc.  Begin to read one day in our blue planet = second part of story.  Setting descriptions for hot lands. What animas live here? What is the setting like? How are they different?  Setting description. Labelling differences between the two settings discussed so far.		Move onto next part of snail and whale. Next where do the snail and whale travel to? - Under the sea, coral reefs, etc.  Begin to read one day in our blue planet = third part of story.  Setting descriptions for under the sea. What animas live here? What is the setting like? How are they different?  Draw/label the map of the journey of the animals. Create their own journey/ instructions. E.g. Firstly go to the cold icy lands. Then go to the hot dry desert. Finally go to the deep dark ocean.	

Supplementary texts	Children's Picture Atlas	One day on our blue planet – Antarctic Bailey	One day on our blue planet – Rainforest    Bailey	One day on our blue planet ... in the ocean – Bailey
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