

RECEPTION

AUTUMN 1	AUTUMN 2		SPRING 1		SPRING 2		SUMMER 1		SUMMER 2	
Fiction: Little Red Hen	Fiction: <i>Stories with a repetitive structure</i> The Gingerbread Man	Non-Fiction: Instructions The Gingerbread Man/ Making Christmas decorations		Non- Fiction Simple information report (something under the ground)	Non-Fiction <i>Instructions How to Plant a Seed</i>	Fiction: Jasper's Beanstalk	Fiction: <i>The Hungry Caterpillar</i>	Non- Fiction Simple information report (Frogs/butterflies)	Non-Fiction Simple Recount	Fiction - Dear Zoo

TRANSCRIPTION

Handwriting:
name writing, fine motor skills, pattern forming & letter formation linked to RWI introduction of letters. Pencil grip introduced. Children will form letters in print.

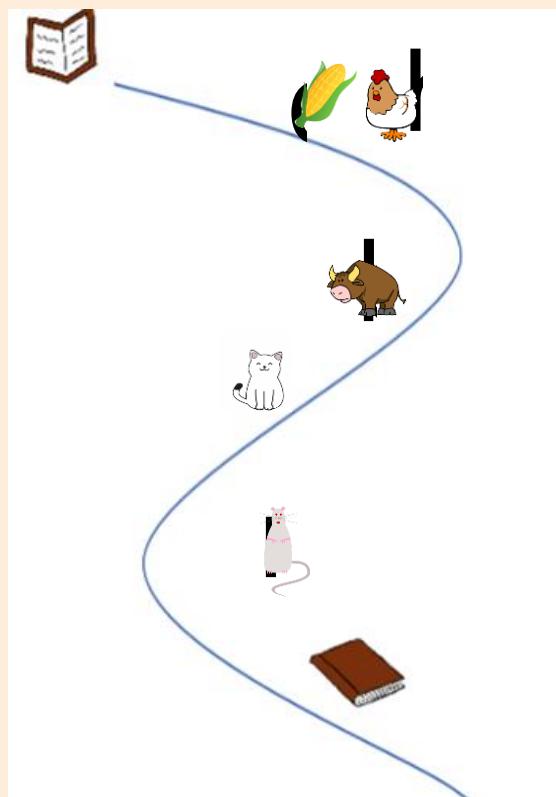
Spelling and phonics:
initial sounds in words

MODEL

The Little Red Hen

Once upon a time, there was a little red hen who lived on a farm.
 Early one morning, she woke up and went outside. There she found some corn.
 "Who will help me plant the corn?" said the little red hen.
 "Not I," said the bull.
 "Not I," said the cat.
 "Not I," said the rat.
 "Oh, very well, I'll do it myself," said the little red hen - and so she did!
 "Who will help me water the corn?" said the little red hen.
 "Not I," said the bull.
 "Not I," said the cat.
 "Not I," said the rat.
 "Oh, very well, I'll do it myself," said the little red hen - and so she did!
 "Who will help me cut the corn?" said the little red hen.
 "Not I," said the bull.
 "Not I," said the cat.
 "Not I," said the rat.
 "Oh, very well, I'll do it myself," said the little red hen - and so she did!
 "Who will help me carry the corn?" said the little red hen.
 "Not I," said the bull.
 "Not I," said the cat.
 "Not I," said the rat.
 "Oh, very well, I'll do it myself," said the little red hen - and so she did!
 "Who will help me grind the corn?" said the little red hen.
 "Not I," said the bull.
 "Not I," said the cat.
 "Not I," said the rat.
 "Oh, very well, I'll do it myself," said the little red hen - and so she did!
 "Who will help me knead the bread?" said the little red hen.
 "Not I," said the bull.
 "Not I," said the cat.
 "Not I," said the rat.
 "Oh, very well, I'll do it myself," said the little red hen - and so she did!
 "Who will help me bake the bread?" said the little red hen.
 "Not I," said the bull.
 "Not I," said the cat.
 "Not I," said the rat.
 "Oh, very well, I'll do it myself," said the little red hen - and so she did!
 "Who will help me eat the bread?" said the little red hen.
 "I will," said the bull.
 "I will," said the cat.
 "I will," said the rat
 "Oh no you won't," said the little red hen. "I'll eat it myself, "and so she did!

SHARED WRITING EXPECTATION



RECEPTION

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Fiction: Little Red Hen	Fiction: <i>Stories with a repetitive structure</i> The Gingerbread Man	Non-Fiction: Instructions The Gingerbread Man/ Making Christmas decorations	Fiction: The Hungry Caterpillar	Non-Fiction: Simple information report	Fiction: The Cat's Breakfast	Fiction: Handa's Surprise	Non-Fiction: Instructions How to Plant a Seed	Fiction: Jasper's Beanstalk	Simple information reports about animals	Non-Fiction: Simple Recount	Fiction - Dear Zoo

TRANSCRIPTION

Handwriting:

name writing, further fine-motor control, writing labels (plane tickets, passports, postcard, Christmas cards)

Spelling and phonics:

CVC words (dog, cat, man, run)

MODEL

The Gingerbread Man

Once upon a time, there was a little old lady who baked a gingerbread **man**.
Early one morning, the gingerbread man **ran** out of the house.
"Stop, stop!" cried the little old lady. But the gingerbread man said, "**Run**, run as fast as you can. You can't catch me, I'm the gingerbread man."

So, the little old lady chased the gingerbread man until he came to a **pig**.
"Stop, stop!" cried the **pig**. But the gingerbread man said, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man."

So, the little old lady and the **pig** chased the gingerbread man until he came to a **cat**.
"Stop, stop!" cried the **cat**. But the gingerbread man said, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man."

So, the little old lady, the **pig** and the **cat** chased the gingerbread man until he came to a **hen**.

"Stop, stop!" cried the **hen**. But the gingerbread man said, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man."

So, the little old lady, the **pig**, the **cat** and the **hen** chased the gingerbread man until he came to a sleepy **dog**.

"Stop, stop!" cried the sleepy **dog**. But the gingerbread man said, "Run, run as fast as you can. You can't catch me, I'm the gingerbread man."

So, the little old lady, the **pig**, the **cat**, the **hen** and the sleepy **dog** chased the gingerbread man until he came to a **pond**.

There the gingerbread man met a **fox**, a lean fox, a mean fox.

"Help, help me cross the river!" shouted the gingerbread man.

"Quick, quick! Climb onto my tail," said the fox.

So, the gingerbread man climbed onto the fox's tail.

"Oh no my feet are getting all **wet**!" moaned the gingerbread man.

"Quick, quick! Climb onto my back," said the fox.

So, the gingerbread man climbed onto the fox's back.

"Oh no my legs are getting all **wet**!" moaned the gingerbread man.

"Quick, quick! Climb onto my head," said the fox.

So, the gingerbread man climbed onto the fox's head.

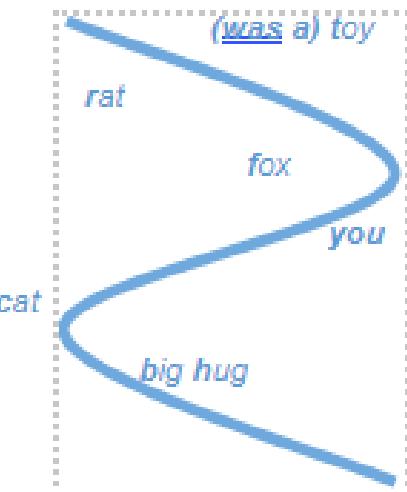
"Oh no my head is getting all **wet**!" moaned the gingerbread man.

"Quick, quick! Climb onto my nose," said the fox.

So, the gingerbread man climbed onto the fox's nose.

Unfortunately, the fox ate him up with one, **big gulp**!

SHARED WRITING EXPECTATION



SECONDARY MODEL

Instructions

How to make a _____?

Do you want to make a _____?

You will need:

_____, _____, _____, _____

What you do:

First, put the _____ in the _____.

Then, put the _____ in the _____.

Next, put the _____ with the _____.

After that, put the _____ on the _____.

Finally, put the _____ with the _____.

SHARED WRITING EXPECTATION

Expectations for shared writing and modelling highlighted in yellow. Orally include all of the model. *Phonetically sensible words that match phonic abilities. Children to fill in on a writing frame include: mix, tip, get, stir, cook.*

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TRANSCRIPTION

Handwriting:

name writing, further fine-motor control, writing labels, simple sentence writing, punctuation (CLs, finger spaces, full stops) and simple use of adjectives

Spelling and phonics:

Words with three and four sounds (pond, frog), including simple digraphs (in line with phonics teaching).

MODELS

SHARED WRITING EXPECTATIONS

Information reports (about animals)

Frogs/Worms?

Do you want to know all about frogs? Read on to find out more.

What do they look like?

Frogs have wide eyes; webbed feet and their skin is smooth and moist.

What do they eat?

Frogs eat insects and worms using their long tongues.

Where do they live?

Frogs can live on land and in ponds.

Fun Fact

Amazingly, frogs don't drink water- they soak it into their body through their skin.

Instructions

How to Plant a Seed

Do you want to know how to plant a seed? It's easy.

What you need

All you need is sun, soil, seeds and water.

What you do

First, make a hole in your soil.

Next, drop your seed into the soil.

Then, cover it with more dirt and water it.

Lastly, make sure it gets plenty of sunshine.

What do you think will happen to your seed?

Amazingly after a week or two you will be able to see a new plant growing.

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TRANSCRIPTION

Handwriting:

name writing, further fine-motor control, writing labels, simple sentence writing, punctuation (CLs, finger spaces, full stops) and simple use of adjectives

Spelling and phonics:

Words with three and four sounds (pond, frog), including simple digraphs (in line with phonics teaching).

Common exception word(s): you. they. we, be, all

MODELS

Jasper's Beanstalk

Once upon a time, there was a cat called Jasper who had dreams of visiting the clouds.

Early one morning, he found a special bean.
So, the cat put the bean in the sand.
And he waited, and he waited and he waited.
But no beanstalk grew.

Next, the cat put water on the sand.
And he waited, and he waited and he waited.
But no beanstalk grew.

Then, the cat put **some** slugs in a jar.
And he waited, and he waited and he waited.
But no beanstalk grew.

Finally, the cat put a spray on the sand.
And he waited, and he waited and he waited.
But no beanstalk grew.

Over the weekend, Jasper *still* waited and he waited and he waited... When Monday came around again, he dug the bean up.
'Maybe that bean will never make a beanstalk,' said Jasper sadly.

So, instead, he placed the bean in some soil, and he waited, and he waited and he waited. And then he waited a little bit more.

And a long, long, long time later, a huge beanstalk grew all the way to the sky, and now Jasper is looking for giants.

SHARED WRITING EXPECTATIONS

Information reports

Expectations for shared writing and modelling highlighted in yellow. Orally include all of the model. *Phonetically sensible words that match phonic abilities. Children to fill in on a writing frame*

All About

Do you want to know all about ____? Read on to find out more.

Firstly, ____ are very ____.

Secondly, ____ are very ____.

Lastly, ____ are ____!

(Fun fact: ____)

Instructions: Children to fill in on a writing frame

How to

Do you want to make a ____?

You will need:

____, ____
____, ____

What you do:

First, put the ____ in the ____.
Then, put the ____ in the ____.
Next, put the ____ with the ____.
After that, put the ____ on the ____.
Finally, put the ____ with the ____.

Jasper's Beanstalk

innovate character

He found a ____ seed.

So, the ____ put it in the sand.

Next, the ____ put water on the sand.

Then, the ____ put slugs in a jar.

Next, the ____ put a spray on the sand.

He dug the seed up.

Now, the cat is ____.

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TRANSCRIPTION

Handwriting:

further simple sentence writing, focus on initial punctuation with capital letters, finger spaces and full stops

Spelling and phonics:

Words with three and four sounds (pond, frog), including digraphs (in line with phonics teaching).

Common Exception Words: their, are, her, his, said, like

MODELS

The Hungry Caterpillar

Once upon a time, in the light of the moon, a little egg lay upon a leaf. Early one morning, the warm sun came up and – pop! – out of the egg came a tiny and very hungry caterpillar. So, he began to look for some food.

On Monday, he found some crunchy apples.
So, the caterpillar had 1 apple.
But he was still hungry.

On Tuesday, he found some juicy pears.
So, the caterpillar had 2 pears.
But he was still hungry.

On Wednesday, he found some plump plums.
So, the caterpillar had 3 plums.
But he was still hungry.

On Thursday, he found some bright red strawberries.
So, the caterpillar had 4 strawberries.
But he was still hungry.

On Friday, he found some luscious oranges.
So, the caterpillar had 5 oranges.
But he was still hungry.

On Saturday, he found a piece of chocolate cake, an ice cream cone, a pickle, a slice of Swiss cheese, a slice of salami, a lollipop, a piece of cherry pie, a sausage, a cupcake and a slice of watermelon.

That night, he had a stomach ache. So, the next day, the hungry caterpillar ate just one leaf and he felt much better.

All About Caterpillars

Do you want to know all about caterpillars? Read on to find out more.

Firstly, _____ are very _____.

Secondly, _____ are very _____.

Lastly, _____ are _____!

Fun fact: eating _____ can make you see in the dark!

(he was) in the garden

(they) put a spell (on him)

he was (so) sad / cross

we must help him

He is back

Innovate to The Hungry Dinosaur

Example simple short story based on learned text using 5-part structure and simple sentences (*plus opportunities to elaborate*). Phonetically sensible food choices to model in shared writing: jam, ham, plum, hot dog, nut, bun, egg, chip

So the _____ had 1 _____.
So the _____ had 2 _____.
So the _____ had 3 _____.
So the _____ had 4 _____.
So the _____ had 5 _____.

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TRANSCRIPTION

Handwriting:

further simple sentence writing, information and report writing, focus on initial punctuation with capital letters, finger spaces and full stops

Spelling and phonics:

Words with three and four sounds (pond, frog), including digraphs (in line with phonics teaching).

Common Exception Words: have, do, one, so, some

MODELS

Example to base model on

Our Trip to the Wildlife Park

Last week, we all went to the Wildlife Park. It was great!

First, we saw a slithering snake. It had sharp teeth, a long tail and scaly skin.

Next, we saw the smelly penguins. They had little eyes, long beaks and sleek wings.

Later, we saw the sleeping tigers. They had sharp teeth, big claws and a fearsome roar.

Finally, we all went back on the coach to travel back to school.

My favourite part was having fun with all my friends!

Dear Zoo

One day, I went to the zoo and asked them to send me a pet. Then, they sent me an elephant but he was too big!
So, I sent him back.

Next, they sent me a giraffe but he was too tall!
So, I sent him back.

Then, they sent me a lion but he was too fierce!
So, I sent him back.

Next, they sent me a camel but he was too grumpy!
So, I sent him back.

Then, they sent me a snake but he was too scary!
So, I sent him back.

Next, they sent me a monkey but he was too naughty!
So, I sent him back.

Then, they sent me a frog but he was too jumpy!
So, I sent him back.

Next, the zoo-keeper said I was too fussy but I said, "I don't want a pet that is too tall, too fierce, too grumpy, too scary, too naughty or too jumpy."

Then, the zoo-keepers thought very hard.
In the end, they sent me a puppy and he was perfect! So, I kept him and we became the best of friends.

SHARED WRITING EXPECTATIONS

Our trip to _____

Last week, we all went to the _____. .

First, we saw _____. It had _____. .

Next, we saw the _____. They had _____. .

Later, we saw the _____. They had _____. .

Finally, we all went back _____. .

Shared writing - example simple recount

	<p><i>Our Trip to _____</i> Last week, we all went to the _____.</p> <p>First, we saw _____. It had _____. .</p> <p>Next, we saw the _____. They had _____. .</p> <p>Later, we saw the _____. They had _____. .</p> <p>Finally, we all went back _____. .</p>
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Dear Zoo:

One day I went to the zoo.
They sent me a _____ (but he was _____)
So, I sent him back.

Next, they sent me a _____ (but he was _____)
So, I sent him back.

Then, they sent me a _____ (but he was _____)
So, I sent him back.

In the end, they sent me a _____. He was the best so I kept him.

Aligning transcription with the oral story-telling work in EYFS

*In EYFS, the Independent Application usually *is* the Hot Task. With older children, some schools do these as separate tasks. The 'true' independent application really comes through the regular story invention work.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cold Task	"Can you draw and tell a story?"	"Can you draw and tell a story?"	"Can you draw and tell a story?"	"Can you write and tell a story?"	"Can you write and tell a story?"	"Can you write and tell a story?"
Innovation Both the shared writing and independent writing						
Hot task						
Regular story invention						

as separate tasks. The 'true' independent application really comes through the regular story invention work.

3 – 5 yrs (Foundation)

Text Structure	Sentence Construction	Word Structure / Language	Punctuation*	Terminology*
Introduce: Planning Tool – Story map /story mountain	Introduce: Simple sentences	Introduce: Determiners <i>the</i>	Introduce: Finger spaces	Introduce: Finger spaces
Whole class retelling of story	Simple Connectives: <i>and</i> <i>who</i> <i>until</i> <i>but</i>	<i>a</i> <i>my</i> <i>your</i> <i>an</i> <i>this</i> <i>that</i> <i>his</i> <i>her</i> <i>their</i> <i>some</i> <i>all</i>	Full stops	Letter
Understanding of beginning/ middle / end		Prepositions: <i>up</i> <i>down</i> <i>in</i> <i>into</i> <i>out</i> <i>to</i> <i>onto</i>	Capital letters	Word Sentence
Retell simple 5-part story: <i>Once upon a time</i> <i>First / Then / Next</i> <i>But</i> <i>So</i> <i>Finally,.....happily ever after</i>	Say a sentence, write and read it back to check it makes sense.			Full stops Capital letter Simile – ‘like’
Non-fiction: Factual writing closely linked to a story Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message	Compound sentences using connectives (coordinating conjunctions) <i>and / but</i> ‘ly’ openers <i>Luckily / Unfortunately,</i> ‘Run’ - Repetition for rhythm: <i>e.g.</i> <i>He walked and he walked</i> Repetition in description e.g. <i>a lean cat, a mean cat</i>	Adjectives e.g. <i>old, little, big, small, quiet</i> Adverbs e.g. <i>luckily, unfortunately, fortunately</i> Similes – using ‘like’		