

Ducklings Writing Objectives Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Texts/animations used for writing inspiration</p> <p>(the books may vary according to chn needs, current events and topics)</p>	<p>Much of the writing done is through phonics sessions and then during continuous provision opportunities enhanced.</p> <p>Chn will be encouraged to mark make.</p>	<p>Drawing Club</p> <ul style="list-style-type: none"> • What’s in the Witch’s Kitchen? (Book) • The 3 little pigs (Tale) • Wacky Races (ani) • We’re going on a bear hunt (Book) • The Enormous Turnip (tale) • Willow the wisp (ani) • The Christmas Pine (book) 	<p>Drawing Club</p> <ul style="list-style-type: none"> • Penguin (Book) • Goldilocks (Tale) • Bagpus (ani) • The 100 decker bus (Book) • The Magic Porridge Pot (Tale) • Popeye (ani) 	<p>Drawing Club</p> <ul style="list-style-type: none"> • Chicken Liken (Tale) • Penguin (Book) • The Giant Jam Sandwich (Book) • LRRH (Tale) • Mr Benn – Zookeeper (ani) • 100 Decker Bus (Book) 	<p>Drawing Club</p> <ul style="list-style-type: none"> • Errol’s Garden • Astro Girl • Dear Zoo • Jack and the Jellybean stalk • Betsy Buglove saves the bees • Here we are 	<p>Drawing Club</p> <ul style="list-style-type: none"> • Stanley’s Stick • The girl and the dinosaur • Spinderella • Martha Maps Out
<p>Writing composition (to achieve the ELGs at the end of year)</p>	<ul style="list-style-type: none"> • Explicit teaching of name writing. • To write some of the letters in their name. • To provide child-initiated opportunities to write both inside and outside including writing on whiteboards, large and small paper 	<ul style="list-style-type: none"> • To independently recognise and write their own name. • Begin to write labels and captions using Phonics Shed Ch2 Set 1-8 sounds. • To participate in Drawing Club sessions, listen to a chosen story and use it to develop awareness and 	<ul style="list-style-type: none"> • To develop writing skills through Drawing Club, focus on story language e.g. ‘Once upon a time...’ ‘The end’ and the use of repetitive phrases such as ‘run, run, as fast as you can...’ • To explore 6-8 new words per week associated with the Drawing 	<ul style="list-style-type: none"> • To innovate a well-known story with support. • To explore 6-8 new words per week associated with the Drawing Club text and show and understanding of their meaning. • To internalise and retell familiar tales through role play and story mapping. 	<ul style="list-style-type: none"> • To write on the line • To use finger spaces between words • To begin to punctuate sentences with a capital letter and full stop • To continue Drawing Club developing breadth of vocabulary, focusing on story 	<ul style="list-style-type: none"> • To re-read what they have written to check that it makes sense. • Write longer sentences using phonic knowledge, write digraphs and trigraphs. • To write short sentences spelling words with known letter-sound correspondences.

Ducklings Writing Objectives Overview

	<ul style="list-style-type: none"> To write some of the letters learnt. 	<p>understanding of characters and settings in stories.</p> <ul style="list-style-type: none"> To introduce weekly 6-8 new words related to the Drawing Club focus story and create actions for them. 	<p>Club text and show and understanding of their meaning.</p> <ul style="list-style-type: none"> Introduce use of adjectives to describe. To begin to write with support labels, captions ad short sentences using phonic knowledge. To have opportunities in child-initiated time to create cards, invitations, shopping lists, speech bubbles, write familiar stories in their own words and create their own words. Orally compose a sentence and hold it in memory before attempting to write it. 	<ul style="list-style-type: none"> To begin to use adjectives to describe characters and settings when writing. To orally compose a sentence and hold it in memory before attempting to write it. To write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed. To have opportunities in child initiated time to create cards, invitations, shopping lists, speech bubbles, write familiar stories in their own words. 	<p>language and retelling familiar stories.</p> <ul style="list-style-type: none"> To Correctly sequence a story or event using pictures and/or captions. Drawing Club -To write simple sentences using phonic knowledge which they can read to themselves or others. To continue to provide opportunities in child initiated learning to write simple instructions, shopping lists and develop their own stories 	<ul style="list-style-type: none"> To use a capital letter and full stop.
--	--	--	---	--	--	--

Ducklings Writing Objectives Overview

Handwriting	<ul style="list-style-type: none"> • Introduce correct letter formation of letters during phonics lessons, through one on one teaching. • In addition, provide opportunities to practise these letters during continuous provision. As well as morning activities. • Sounds taught: a s t p l n m d g o c k u e r • Explicit teaching of name writing. 	<ul style="list-style-type: none"> • Introduce correct letter formation of letters during phonics lessons, through one on one teaching. • In addition, provide opportunities to practise these letters during continuous provision. As well as morning activities. • Sounds taught: h b f l j v w x y z q • Explicit teaching of name writing. 	<ul style="list-style-type: none"> • Introduce correct letter formation of letters during phonics lessons, through one on one teaching. • In addition, provide opportunities to practise these letters during continuous provision. As well as morning activities. • Revise letter family letter formation. 	<ul style="list-style-type: none"> • Targeted letter formation practice, children gain fluency through putting certain sounds into words and then sentences. • In addition, provide opportunities to practise these letters during continuous provision. As well as morning activities. • Revise letter family formation and size. 	<ul style="list-style-type: none"> • To form letters correctly with some control over size. • To write on the line • To use finger spaces between words. • Facilitate opportunities to practise these letters during continuous provision and literacy. • Letter formation during morning activities. 	<ul style="list-style-type: none"> • To use correct letter formation of capital letters. • Facilitate opportunities to practise these letters during continuous provision and literacy. • Letter formation during morning activities.
--------------------	--	--	--	---	--	--

Ducklings Writing Objectives Overview

Assessment	• Baseline	• Autumn (Dec)		• Spring (April)		• ELG (July)
Letter formation	<ul style="list-style-type: none"> I can write some letters from my name 	<ul style="list-style-type: none"> I can write some lower case letters correctly I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc) 		<ul style="list-style-type: none"> I can write most lower case letters correctly I can write some upper case letters correctly I can use a tripod grip 		<ul style="list-style-type: none"> I can write most upper and lower case letters correctly I can hold my pencil in a good tripod grip
Spelling	<ul style="list-style-type: none"> I can orally segment single sound CVC words e.g. c-a-t I can say the initial sounds in most words Linked to phonics and HFW 	<ul style="list-style-type: none"> I can identify known letters to match initial sounds (phase 2) I can match phase 2 letters and sounds I can write CVC words and labels e.g. c-a-t Linked to phonics and HFW 		<ul style="list-style-type: none"> I can match phase 2 and 3 letters and sounds I can write CVC words and labels (phase 2 and 3 sounds) I can spell some tricky words Linked to phonics and HFW 		<ul style="list-style-type: none"> I can write CVC words with sounds and letters I know I can write tricky words Linked to phonics and HFW
Composition	<ul style="list-style-type: none"> I can write some initial sounds I can write my own name 	<ul style="list-style-type: none"> I can write simple labels I can start to write simple captions I can say a simple sentence for writing (oral and count words) 		<ul style="list-style-type: none"> I can write captions I can write short sentences I can start to use finger spaces between my words I can read sentences back 		<ul style="list-style-type: none"> I can write simple sentences I can read my own sentences My teacher can read my sentences

Ducklings Writing Objectives Overview