

# ESSENTIAL WRITING.

## *Detailed Literacy Plan*



RECEPTION  
Spring 1

Things I Like Books

mark-making

writing

stories

talk



read

play

gross motor

rhymes

ideas

explore



listen

child-led provision



purpose  
meaning

engage

share

song



tools

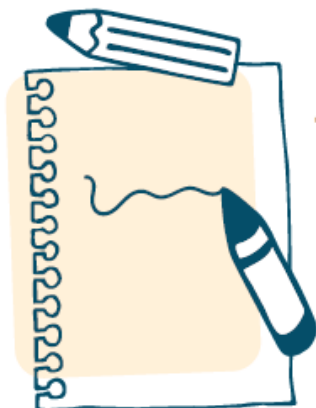
fine motor



book-making

communicating

writing community



HFL Education

### Communication and Language

#### Children are learning to:

Development Matters, reception children

- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Engage in non-fiction books
- Use talk to help work out problems

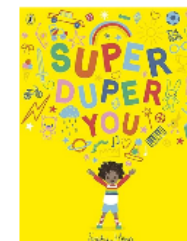
### Physical Development

#### Children are learning to:

Development Matters, 3-4 year olds

- Use a comfortable grip with good control when holding pens and pencils
- Show a preference for a dominant hand
- Development Matters, reception children
- Develop the foundations of a handwriting style which is fast, accurate and fluent

### Suggested Core Texts



## 'Things I like' books

### Literacy: Reading

#### Children are learning to:

Development Matters, reception children

- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme
- Re-read what they have written

### Literacy: Writing

#### Children are learning to:

Development Matters, reception children

- Form lower case letters correctly
- Spell words by identifying the sounds and then writing the sound with letters
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they've written

### Personal, Social and Emotional Development

#### Children are learning to:

Development Matters, reception children

- See themselves as a valuable individual
- Think about the perspectives of others

### Expressive Arts and Design

#### Children are learning to:

Development Matters, reception children

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

### Key Concepts within this book-making project:

Children will learn that writing can **inform**. They will learn about more features of fact books, explore using these (such as headings) and continue to experience sentences that start in different ways.

They will experience via modelling, the self-regulation of the writing process, ie the 'plan-do-review' of writing.

They will learn that writers can inform others of their views, wishes and feelings and that illustrations can support this.

### Steps within the Learning Sequence:

- Step 1: Can I design a front cover?  
Step 2: Can I write a list?  
Step 3: Can I write headings?  
Step 4: Can I plan and write a sentence?  
Step 5: Can I plan and write a sentence?  
Step 6: Can I plan and write a sentence?

Each step can be the basis of a new page within the children's books

This whole class carpet session is the opportunity for an adult to teach writing that is primarily both encodable: children can use the phonics they know to spell words, and decodable: they can use the phonics they know to read back someone else's writing. Strategies to support attempting words they don't yet know how to write will also be included so that they can use these in their own writing and compose freely.

Let's **inform** our readers....



Who could our 'Things I like' books be for?  
 Who would like to know more about the things that I like?

My teacher? My friends? My family?

### Book-making during the school day

When the children are making their own books, the focus should be on the ideas they want to record as writers, rather than just reproducing the step that has been modelled (although this may be appropriate for some individuals).

Some children may choose to make their books alone or work independently in a small group.

Many children will benefit from adult support to: provide a model of a writer writing their own book, develop conversations about what they want to write, embed joint scribing, and recap on suggestions for invented / temporary spelling\* for independent writing.

For others, the book-making activity may need to be taken to the area where they are choosing to play and learn.

**Some children will need adult support with specific scaffolding to close gaps – see page 7 for suggestions**

### Prompting active learning

**Begin to correct their mistakes themselves –**  
 e.g. 'What can you try?'  
 'How will you know if your word looks right?'  
 'I'm going to get that first sound written down and then say the word slowly again.'

**Keep on trying when things are difficult –**  
 e.g. 'Where are you up to?'  
 'How can you check what you wanted to say next?'  
 'Now I'll read that back to check it.'

**Review their progress as they try to achieve a goal –** e.g. 'Try that again.'  
 'How can you recap what to do next/now?'  
 'Let me see where I'm up to.'

### Parent and family involvement:

Invite families to send in photos etc of things that are important to the children, eg hobbies, toys, pets etc. Be mindful of any topics that may be triggering to specific children, eg memories evoked by the discussions. Consider bringing in duplicates of the items the children bring in, for role play and conversations.

### Terms for learning:

title, label, sentence, phoneme, grapheme, blend, capital letter, full stop, heading

### What this learning builds upon:

- Blending and segmenting CVCs; some taught digraphs; writing simple encodable words.
- Deepening understanding of sentence grammar, ie difference between letter, word, space. Writing an encodable sentence.

### What this learning leads to:

- Conveying meaning in simple sentences; write for own purpose; check writing makes sense.
- Use factual writing to convey own wishes and feelings; re-read with emerging fluency.

Each step can form the basis of a short (5-10 minute carpet session), where the EYFS practitioner teaches and models **one thing** within their own book, sometimes having noticed the same thing within a book they have read, and then invites the children to do the same thing within their book-making during the school day. The children may create their books over the course of a week or sometimes longer, or they may make more than one of the same type of book.

**When a practitioner is supporting children to do this, they should be making their own book as well, so that they can model writerly behaviours including the 'out-aloud' thinking about composition.**

### Step One: Can I design a front cover?

Use a big, home-made book to demonstrate scribing upon. Recap briefly on some of the books you have shared recently on the theme of things we like.

*I'm going to write my title 'Things I Like.' Add 'by \_\_\_' and fill in name.*

Write each word, sounding out letters, emphasising finger spaces and modelling cumulative re-reading\*. Emphasise appropriate recent learning with connected phonation\*, and use of a phoneme frame\* to segment and re-blend (eg th-i-ng-s).

*Now let me choose my audience – my friend that I'm going to see.*

Show picture prompts and discuss what they like, modelling active listening, 'serve and return' and expansion. Ask them to share a few things they enjoy and support children to use language to articulate, connect, describe and engage.

**NB:** the word 'like' may not yet have occurred in some phonics schemes, so take care not to over-emphasise or directly teach about the split digraph if that is the case. The discrete phonics lesson is the appropriate context for new GPCs and your school's phonics scheme has a systematic sequence that should be followed.

Who is at risk of under-attainment? How will they be supported in their writing?

Names:

Strategies and scaffolds:

### Step Two: Can I write a list?

Explain: *Today I'm going to start to plan my book's information into sections or sets of information. To do this, I'm going to create a list of three things that I really like. I like train sets, and I have some favourite meals and I really like dogs! Those are my three sections. I'll put them in a list at the front of my book on a contents page:*

Contents:

lunch  
dogs  
trains

Clap syllables for 'contents', before segmenting and re-blending. Model using connected phonation\* and sound boxes\* for 'lunch' and/or 'dogs'. Show how you re-read to check and how you just have your best go at spellings you're not sure of.

**NB:** the word 'trains' contains the digraph 'ai' which may not have been taught in some phonics schemes yet, in which case simply scribe without over-emphasising.

### Suggestions to support children to encourage them to write during these steps

#### I am a communicator

Model turn-taking and sharing spoken ideas audibly. Encourage expansion and elicit key ideas that will support their writing.

#### I am a writer

Model oral rehearsal, repeating in phrases to support chunking of meaning. Scaffold use of sounds and encourage invented spelling.

#### I am a mark-maker

Model and support with grip, taking account of sensory sensitivities. Support with chn ascribing meaning to marks, when using invented spelling.

**Step Three: Can I write headings?**

Model setting out headings, one per double-page spread, or on large (eg A3) landscape paper, using step two's contents page list.

*I'm going to copy out my list of 'things I like' and give each idea its own double-page spread. I'll write this heading up here, and a bit bigger to get the reader's attention. Let me copy it over carefully: llll...uuuu...nnnn....ch. That's it. I'll check it: Lunch. Yes, that looks right and sounds right.*

*Now for my next heading: dogs...I think I know that...I'll have a go. [proof-read after] That one's right. Finally: 'trains'. T-r-... 'ai' I'm not sure of so I'll have a go at it and carry on (just scribe /ai/ without discussing – refrain from writing phonetically).*

Start to sketch quick pictures under each heading, eg for favourite lunch, draw a plate of fish and chips.

Complete for other two pictures on their double-page spreads, in this case dogs and trains. Model transcription of a label.

Who is at risk of under-attainment? How will they be supported in their writing?

Names:

Strategies and scaffolds:

**Step Four: Can I plan and write a sentence?**

Return to first picture, eg lunch, add labels 'fish' and 'chips' and then orally rehearse how you want the audience to know why this is important to you, eg you feel this is the best lunch.

*I'll label these favourite parts. Then I can remember my main reasons why I like it. Ffff-iiii-shhh. Fish. Over here: ch-iii-p-sss. Chips.*

Model turning into a sentence. For example:

The best lunch is fish and chips.

Model use of connected phonation\*, phoneme frame\* and re-reading to check the spelling for 'lunch' and 'chips'. Model cumulative re-reading\* of the sentence and afterwards model fluent and phrased re-reading\* to check sense.

*Let me see where I'm up to.*

Suggestions to support children to encourage them to write during these steps

I am a communicator

Model turn-taking and sharing spoken ideas audibly. Encourage expansion and elicit key ideas that will support their writing.

I am a writer

Model oral rehearsal, repeating in phrases to support chunking of meaning. Scaffold use of sounds and encourage invented spelling.

I am a mark-maker

Model and support with grip, taking account of sensory sensitivities. Support with chn ascribing meaning to marks, when using invented spelling.



**Step Five: Can I plan and write a sentence?**

Return to heading and illustration for section about 'dogs'. Add labels, eg legs, ears. Model application of phonics for GPCs the children have encountered – any beyond, simply scribe.

*Hmmm 'legs'. L-e-g-s. 4 sounds. I'll use my sound boxes\*. Let me stretch the sounds out: llll...l. Next llll-e. e. lllle-g. g. llllegg-s. s. Legs. Legs! That sounds right and looks right.*

Model orally exploring why you like dogs, eg their nice fur, their twinkly eyes, their tufts on ears... Model arriving at the following:

My dog has soft tufts on her ears.

Identify 'my' on CEW\* bank / display. Write 'dog' and 'has' fluently. Model use of connected phonation\*, phoneme frame\* and re-reading to check the spelling for 'soft' and 'tufts'. Model cumulative re-reading\* of the sentence, leading to fluent re-reading of a phrase, to check for sense. Scribe fluently 'on her ears'. Re-read all, in phrases, to enable children to chunk the meaning.

*I'll check what I wanted to say next.  
Now I'll read that back to check it all makes sense.*

Who is at risk of under-attainment? How will they be supported in their writing?

**Names:**

**Strategies and scaffolds:**

**Step Six: Can I plan and write a sentence?**

Return to heading and illustration for section about 'trains'. Add labels, eg track, window. Model application of phonics for GPCs the children have encountered – any beyond, simply scribe.

Orally rehearse how you want the audience to know why this is important to you, eg your favourite train in your set at home is the black one.

Model arriving at the following:  
This black train is my best one.

Model use of connected phonation\* for 'This'. Use phoneme frame\* and re-reading to check the spelling for 'black' but simply scribe 'train'.

*Wait let me check where I'm up  
to...Thhhiis...this....blllaack...black... trrrrainnn...train.  
Thiis blaaack traiiin....  
This black train*

Model launching off 'train' to scribe fluently 'is' and locate 'my' on CEW\* bank / display again. Use connected phonation\* for 'best' and scribe fluently 'one'. Re-read all, in phrases, to enable children to chunk the meaning.

Suggestions to support children to write during these steps

I am a communicator

Model turn-taking and sharing spoken ideas audibly. Encourage expansion and elicit key ideas that will support their writing.

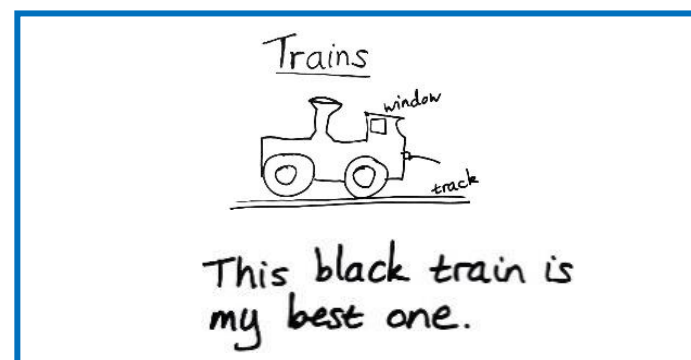
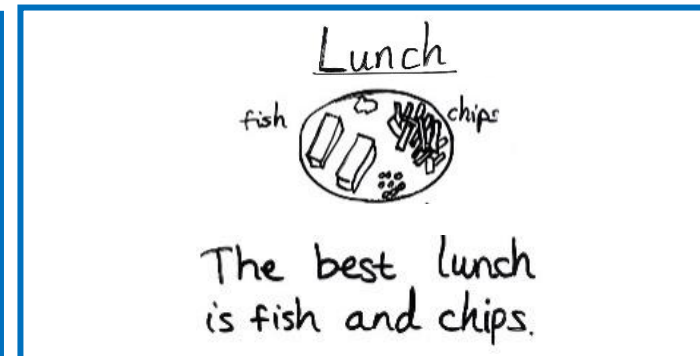
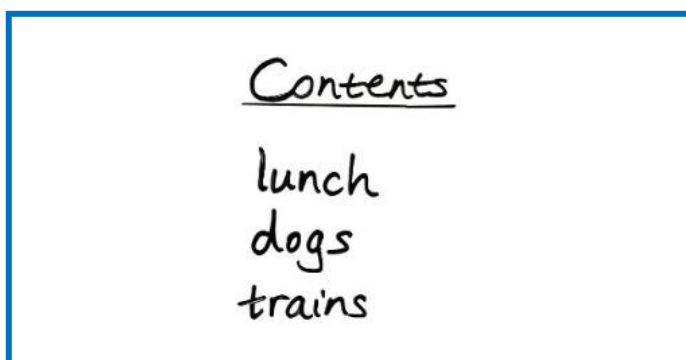
I am a writer

Model oral rehearsal, repeating in phrases to support chunking of meaning. Scaffold use of sounds and encourage invented spelling.

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Model and support with grip, taking account of sensory sensitivities. Support with chn ascribing meaning to marks, when using invented spelling.

An example of an adult's 'Things I like' book:



### Gap-closing strategies to try

For some children this will be an opportunity for the supporting adult to work towards closing particular gaps with a child. It will be important to show the child how to do something, support them with practising, and enable an independent attempt following the principle: **I can – we can – you can\***

#### Communication and Language

Build language by commenting on what the child is interested in or doing and then echoing back what they say with new vocabulary added.

Model sentence use during back and forth interactions.

Use concrete props, visual aids and other provocations to support language development, eg small world objects, photos.

Guide oral composition by suggesting a range of ideas with those who might struggle with choices and decisions.

Use grammatically correct sentences to recast the briefer phrases the child may offer.

Expand on the child's phrases, adding language and new ideas.

Model oral rehearsal (of what you're about write) in phrases/sentences to support chunking knowledge and working memory.

#### Reading

Draw attention to words starting with the same initial sounds during activity related talk.

Seek opportunities for oral blending in whatever activity the child is engaged with.

Model re-reading own book, demonstrating sweeping\* under phrases.

Share and re-read previously written pages, letting the child choose from the class book, the supporting adult's or their own book and encouraging them to join in with the read.

Spot known graphemes within the pages.

When re-reading a word or phrase, model and scaffold tracking and reading along the phrase or sentence.

Demonstrate and support use of connected phonation\* when re-reading previously written pages.

Demonstrate and support cumulative re-reading\* of their own and others' writing. This might be both for and with them.

#### Writing

Map out the words to write using modelled phoneme frames\*.

Scaffold towards spellings that match their priority phonics gaps.

Scaffold the use of connected phonation\* and sound buttons\*. (Adapted to child's needs, 'I can, we can, you can\*') Could be with or without a phoneme frame.

Model using a range of one-handed tools with appropriate grip, e.g. pencil, scissors, chalk.

Use print and letter knowledge in writing (completed by the adult or child) during the child's chosen activities, e.g. labels, lists.

Use the language of up, down, round, back in any relevant areas, relating to small and large body movement.

A few children may benefit from dictated words or sentences for transcriptional fluency, led by AfL and gaps.



Opportunities for embedded application of writing across the day and setting

**Characteristics of Effective Learning** Observation Questions & Notes

Active Learning	Playing and Exploring	Creating and Thinking Critically
Are they beginning to correct any 'mistakes'? <i>(For example, when writing they start to notice if they have chosen the incorrect GPC and write an alternative that is more appropriate)</i>	Are they bringing their own interests and fascinations into the setting? <i>(For example, are they writing about the things that are meaningful and important to them)</i>	Are they reviewing their progress as they try to achieve a goal? <i>(For example, are they sharing and talking about their book and/or their writing with an adult or friend and taking pride in this?)</i>
Do they keep on trying when things are difficult? <i>(For example, do they persevere to complete their book and share this with their intended reader, such as a friend or family member?)</i>	Are they making independent choices? <i>(For example, are they making their own decisions about what they want to write about in their books? Are they deciding which writing implements to use?)</i>	Are they concentrating on achieving something that is important to them? <i>(For example, are they choosing to write daily and finding book-making a meaningful activity that they want to take part in every day?)</i>

Glossary	
<b>Child Initiated Learning (CIL)</b>	This is learning through play, in which children decide what to play with, how to use it and who to play with. The environment, resourcing and adult interaction are all key in enabling children to make informed and engaging choices. Children offers a crucial opportunity for developing oral language, social skills, and early literacy concepts.
<b>Chunking</b>	Chunking is a technique of using groups of sounds to split a word into chunks, e.g. Sat / ur / day, prob /ab /ly once the individual phonemes are secure as part of the schools chosen SSP programme.
<b>Common Exception Words (CEW)</b>	This is the term used by the 2014 National Curriculum to refer to words which do not conform to usual sounding out patterns taught so far. (Sometimes called tricky or red words.)
<b>Continuous / Connected phonation</b>	Also known as 'continuous blending', this technique does not break the speech stream when sounding and blending, e.g. sssssuuuuuummmmm. It has been found to support children who struggle to blend sounds together as it seems to make the process even more explicit for them, than if they were asked to blend following segmented phonation (e.g. s – u – m). Works well for those with auditory memory or attentional difficulties and is an effective inclusive strategy for all.
<b>Collaborative scribing / co-constructed writing</b>	Adults can record children's oral stories by scribing them in a class story book, and these stories can later be acted out. As children become more confident with the physical and phonic skills of writing they may choose to collaborate / co-construct with the adult when scribing their stories or go on to scribe their own stories. Also a potential opportunity for scaffolding spelling, to enable children to retrieve knowledge and apply their skills, especially when supporting specific children with known gaps.
<b>Cumulative re-reading</b>	This technique involves returning to re-read from the beginning of the word/phrase/sentence once these have been sounded out and blended. It will develop fluency and comprehension. It can be both modelled by an adult and practised by children in both reading and writing activities before automatic blending is achieved.
<b>Dictated sentences</b>	Where the children write a sentence dictated by an adult. It will have been prepared beforehand to reflect current encoding capacity. (Re-reading, checking and editing are all essential aspects of this process.)
<b>Encoding</b>	Use of sound to print knowledge to spell words. This is used both in spelling regular phonetic words and for the phonetically regular parts of CEW (or tricky / red words.
<b>Finger-point reading</b>	Finger-pointing supports children to self-scaffold when they are learning to read, by pointing at each word as they read it. It helps with directionality such as left to right and top to bottom. It ensures initially that eyes, voice and print all match up. Blending can be explicitly focused upon in the move towards fluency and securing automatic word recognition 'at a glance' (Reading Framework). Ensure taught self-scaffolding approaches move on and incorporate phrased reading* and swooping under phrases* so that fluency is not hampered.
<b>I can – we can – you can</b>	Scaffolding support that shifts learning from 'I can' (I'll show something to you), to 'we can' (we're doing a bit together), to 'you can' (you have a go and show me). The joint learning (we) is a crucial part of the process and can take many forms.
<b>Intonation</b>	Intonation describes how the voice rises and falls in speech. These changes can signify certain sentence types e.g. a question, where the voice rises at the end. Correct intonation can aid understanding of spoken and written language.

<b>Invented spelling</b>	Invented spellings are where children apply knowledge they currently have, to write words where they create their own non-conventional spelling. This will often involve writing letters for all the sounds they hear, e.g. egl for eagle or recording word-like shapes that feature some letters from their name, common shapes (eg circles and lines) etc, and to which the child gives meaning and message. It is promoted, discussed and celebrated rather than taught. E.g. <i>‘Just have your best go; you know what you want to say better than anyone else’</i> ; <i>‘I like that, you wrote something for every sound you heard in the word/sentence.’</i> ; <i>‘That’s super – who do you want to share it with?’</i>				
<b>Modelled writing</b>	The teacher models the writing skills and techniques being taught to the children. Teacher models the thought processes of a writer articulating their choices and reasons linking this to intended effects on the reader. The teacher writes in front of the children, voicing their authorial choices, thus making the invisible thought processes of a writer visible to the observing children.				
<b>Oral rehearsal</b>	When something is ‘orally rehearsed’ the children are asked to practise saying what they are going to write before writing it. It can be helpful to say to children that they need to ‘talk like writers’ as the sentences they are practising will be distinct from just ‘talking about’ a subject. Spoken language frames can be used to support language patterns that are new to the children.				
<b>Phoneme frame / sound boxes</b>	This is a grid or frame into which the speller writes the sounds they can hear, when trying a new or difficult word. The benefit of this is that the sounds can be segmented slowly, recorded individually (one box for each new sound/phoneme heard) and then re-read cumulatively to check that it sounds right and looks right. This means that if children tend to miss out certain sounds, the technique can be modelled slowly to help children visually see precisely what the spelling process is. Example: <table><tr><td>s</td><td>t</td><td>u</td><td>ck</td></tr></table>	s	t	u	ck
s	t	u	ck		
<b>Phrased reading/writing</b>	This is when the adult models how to read or write in short phrases e.g. ‘This is / a black cat’. This helps with retention of meaning, aids fluency and builds automatic recognition of words.				
<b>Shared writing</b>	Unlike Modelled Writing (see glossary entry for full definition) where the teacher does not invite contributions, during Shared Writing the teacher invites the children to offer contributions. The teacher will support the children to reflect on the quality of their contributions and help them to shape them so that they are in line with the high standard of writing set during the Modelled Writing session. The teacher acts as scribe.				
<b>Segment (in relation to spelling)</b>	Hearing and recording the sounds in words in the sequence in which they occur. E.g. manipulating magnetic letters, using sound boxes, writing onto paper etc.				
<b>Sound chart</b>	A sound chart can be a chart that displays all the graphemes taught so far, or all those expected to be secured for the age group (end of year expectations). It enables children to see all the choices available to them, when deciding how to write a sound (phoneme) that they can hear in a word of which they are unsure. This helps them by seeing the visual look of the sound (grapheme) as well as hearing it and is an important step towards accurate spelling.				
<b>Sweep back</b>	When writing runs out of room to be fitted on a line, and the writer has to move down a line and over to the left to start the new line of writing, that is said to be a ‘sweep-back’. It is the same action as a return/enter button on a computer. For some children, directionality is still insecure so this needs to be made explicit and consciously controlled.				
<b>Sweeping under phrases</b>	The reader (adult modelling or demonstrating; child practising) sweeps a finger or hand under a phrase. This supports developing fluency and moves from finger-point reading* towards automatic recognition of bigger units of meaning (comprehension). Sometimes also known as ‘scooping phrases’ or ‘swooping’.				
<b>‘Writerly behaviours’</b>	Writing moves left to right in English / making sure letters are written clearly and formed in specific ways. Writers use what they know about phonics and spelling to help them record – and readers use that knowledge to read what has been written.				