

## Reception Writing Overview

| Autumn 1<br>Let's Explore                                                                                                                           | Autumn 2<br>Marvellous Machines                                                                                                                                                                                           | Spring 1<br>Long Ago                                                                                                                                                                                            | Spring 2<br>Ready Steady Grow                                                                                                                                                             | Summer 1<br>Animal Safari                                                                                | Summer 2<br>On the Beach                                                                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Week 1</b><br><b>Text:</b> So much by Trish Cooke<br><b>Task:</b> Pupils to label their family picture                                           | <b>Week 1</b><br><b>Text:</b> Car Car Truck Jeep (rhyming book)<br><b>Task:</b> To identify vehicles (Cornerstones). Pupils to write sentences.<br>For example:<br>I can see a _____.<br>I can see _____.<br>I can _____. | <b>Week 1</b><br><b>Text:</b> Toys and Games Then and Now<br><b>Task:</b> Pupils to write a comparison of toys.<br>For example:<br>Mrs Joshi liked to play with marbles.<br>I like to play with dolls and cars. | <b>Week 1</b><br><b>Text:</b> The Ginger Bread Man<br><b>Task:</b> How to catch the Gingerbread Man (first, next, last).<br>Role-play catching the Gingerbread Man (an adult dressed up). | <b>Week 1</b><br><b>Text:</b> The Koala Who Could<br><b>Task:</b> To write a book review.                | <b>Week 1</b><br><b>Text:</b> Rainbow Fish<br><b>Task:</b> To write an email to Rainbow Fish offering advice on how to be a good friend.<br>Mr Octopus has written Mrs Kinnaird an email regarding the poor behaviour of the fish. Rainbow Fish to be in reflection room. |
| <b>Week 2</b><br><b>Text:</b> Owl Babies<br><b>Task:</b> retell the story using three pictures (beginning, middle and end). Pupils to fill in gaps. | <b>Week 2</b><br><b>Text:</b> Mrs Armitage, Queen of the Road<br><b>Task:</b> To predict what might happen to Mrs Armitage's car (Cornerstones).                                                                          | <b>Week 2</b><br><b>Text:</b> The Baby's Catalogue<br><b>Task:</b> Pupils to write a shopping list of what babies need (Cornerstones)                                                                           | <b>Week 2</b><br><b>Text:</b> Jack and the beanstalk<br><b>Task:</b> To write an observational diary (a week) on growing a bean.                                                          | <b>Week 2</b><br><b>Text:</b> Animal Homes<br><b>Task:</b> To write a fact file sheet on an animal home. | <b>Week 2</b><br><b>Text:</b> Herman the Hermit Crab<br><b>Task:</b> To write a story board with pictures                                                                                                                                                                 |

|                                                                                                                  |                                                                                                                                    |                                                                                                                                                                                                                   |                                                                                                                                                                                             |                                                                                                                      |                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                  |                                                                                                                                    |                                                                                                                                                                                                                   | Pupils to grow their own beans.                                                                                                                                                             |                                                                                                                      |                                                                                                                                            |
| <b>Week 3</b><br><b>Text:</b> Owl Babies<br><b>Task:</b> To describe using adjectives how Bill feels at the end. | <b>Week 3</b><br><b>Text:</b> Mrs Armitage, Queen of the Road<br><b>Task:</b> To retell the story using a story map and key words. | <b>Week 3</b><br><b>Text:</b> Coming to England: An Inspiring True Story Celebrating the Windrush Generation.<br><b>Task:</b> To write a setting description of the market. To use sense as part of the build-up. | <b>Week 3</b><br><b>Text:</b> The Very Hungry Caterpillar<br><b>Task:</b> To write a diary of what the caterpillar ate and how he felt (a week).<br><br>Pupils to use the days of the week. | <b>Week 3</b><br><b>Text:</b> Walking through the Jungle<br><b>Task:</b> Shape poem on an animal using alliteration. | <b>Week 3</b><br><b>Text:</b> Hey Duggee: A Day at the Beach<br><b>Task:</b> To make a poster for Docklands beach (advert, persuasive)     |
| <b>Week 4</b><br><b>Text:</b> We're going on a bear hunt<br><b>Task:</b> Label the body parts of a bear.         | <b>Week 4</b><br><b>Text:</b> Machine Poems<br><b>Task:</b> Pupils to write a sound poem on machines. (Cornerstones)               | <b>Week 4</b><br><b>Text:</b> Cinderella<br><b>Task:</b> To write an invitation to the a ball (tea-stained)                                                                                                       | <b>Week 4</b><br><b>Text:</b> Rosie's Walk<br><b>Task:</b> Pupils to write a narrative on her walk using prepositions.                                                                      | <b>Week 4</b><br><b>Text:</b> Farmer Duck<br><b>Task:</b> To make the life cycle of a duck.                          | <b>Week 4</b><br><b>Text:</b> Hey Duggee: A Day at the Beach<br><b>Task:</b> To write a setting description of the beach (Docklands beach) |
| <b>Week 5</b><br><b>Text:</b> We're going on a bear hunt<br><b>Task:</b> to write recount- sensory walk          | <b>Week 5</b><br><b>Text:</b> What do Machines Do all Day<br><b>Task:</b> To write a non-chronological report.                     | <b>Week 5</b><br><b>Text:</b> Hansel and Gretel                                                                                                                                                                   | <b>Week 5</b><br><b>Text:</b> The Little Red Hen<br><b>Task:</b> Pupils to write a bread recipe.                                                                                            | <b>Week 5</b><br><b>Text:</b> The Gruffalo<br><b>Task:</b> To write a character description of the                   | <b>Week 5</b><br><b>Text:</b> Who's hiding at the seaside?<br><b>Task:</b> To write cryptic clues about an                                 |

|                                                                                                                                                                                       |                                                                                                                           |                                                     |                                                                                                                                                                                                                                                    |                                                                                                                                           |                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| (hear, see, smell, touch)                                                                                                                                                             | Pupils to thought shower what, where and why about a machine.                                                             | <b>Task:</b> To write a wanted poster for the witch |                                                                                                                                                                                                                                                    | Gruffalo (adjectives and conjunctions)                                                                                                    | animal that lives at the seaside.<br><br>For example:<br>I have two claws.<br>I shuffle side to side.<br>People like to eat me.<br>Who am I? |
| <b>Week 6</b><br><b>Text:</b> In Every House, on Every Street<br><b>Task:</b> To write instructions on making a house. Pupil to make a house using food (bread, tomatoes and carrots) | <b>Week 6</b><br><b>Text:</b> The Big Red Bus<br><b>Task:</b> Pupils to write a postcard going to a fictional place.      |                                                     | <b>Week 6</b><br><b>Text:</b> Errol's Garden.<br><b>Task:</b> Pupils to design their own garden and then write about how to care of it.<br><br>For example:<br>I need to pick the ripe strawberries.<br>I need to water the flowers every morning. | <b>Week 6</b><br><b>Text:</b> Gruffalo Crumble and other recipes<br><b>Task:</b> To make Owl ice-cream (page 56) and write a food review. | <b>Week 6</b><br><b>Text:</b> The Snail and the Whale<br><b>Task:</b> To write character descriptions using similes                          |
|                                                                                                                                                                                       | <b>Week 7</b><br><b>Text:</b> Izzy Gizmo and the Invention Convention<br><b>Task:</b> Character description of Izzy Gizmo |                                                     |                                                                                                                                                                                                                                                    |                                                                                                                                           |                                                                                                                                              |