Reception – Writing Overview – 2026-2027

	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8
Autumn 1 7 weeks 3 days	Settling in – staggered start Mark making	Text: Owl Babies – story maps, oral retelling, joining in with familiar phrases, adding action to support retelling, comprehension (who, what, when) Writing: Pencil grip, writing position, pre writing shapes Once children are ready we move onto letters m,n,h,r,b,l,i,y,u, j,k,p,t			Thursday 1st October – National Poetry Day	Text: Goldilocks - story maps, oral retelling, joining in with familiar phrases, adding action to support retelling, comprehension (who, what, when) Writing: Pencil grip, writing position, pre writing shapes Once children are ready we move onto letters m,n,h,r,b,l,i,y,u, j,k,p,t and then a,c,d,g,o,q,s,v,w,x,z		
Autumn 2 7 weeks	Text: The Gingerbread man - story maps, oral retelling, joining in with familiar phrases, adding action to support retelling, comprehension (where, why, how) Writing: daily handwriting Focus groups for those still needing more fine motor work Writing initial sounds and cvc words with taught sounds			Text: Stick Man - oral retelling, joining in with familiar phrases, adding action to support retelling, comprehension, inventing and creating stories Writing: daily handwriting Focus groups for those still needing more fine motor work Writing initial sounds and cvc words with taught sounds			Christmas letters Tags Lists	
Spring 1 6 weeks	Text: Whatever Next -oral retelling, joining in with familiar phrases, adding action to support retelling, comprehension, inventing and creating stories, lists Writing: daily handwriting Focus groups for those still needing more fine motor work Writing cvc words and short captions *when ready			Text: The Enormous Turnip - oral retelling, joining in with familiar phrases, adding action to support retelling, comprehension, inventing and creating stories, describing words Writing: daily handwriting Focus groups for those still needing more fine motor work				

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	Using spaces between words	Writing cvc words and short captions *when ready Using spaces between words		
Spring 2 5 weeks	Text: Jack and The Beanstalk- oral retelling, joining in with familiar phrases, adding action to support retelling, comprehension, inventing and creating stories, lists, Writing: daily handwriting Writing short captions/ sentences *when ready (some may be at word level) with spaces	Text: Handa's Surprise - oral retelling, joining in with familiar phrases, adding action to support retelling, comprehension, inventing and creating stories,describing Writing: daily handwriting Writing short captions / sentences *when ready (some may be at word level) with spaces		
Summer 1 6 weeks	Text: What the Ladybird Heard - oral retelling, joining in with familiar phrases, adding action to support retelling, comprehension, inventing and creating stories, map – label, speech Writing: daily handwriting Writing simple sentences and beginning to use capital	The Gruffalo - oral retelling, joining in with familiar phrases, adding action to support retelling, comprehension, inventing and creating stories, map – label, character description Writing: daily handwriting Writing sentences and beginning to use capital letters and full stops		

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	letters and full stops			
Summer 2 7 weeks	Text: Sharing a Shell - oral retelling, joining in with familiar phrases, adding action to support retelling, comprehension, inventing and creating stories, information simple fact file* Writing: daily handwriting Focus: Simple sentences (spaces, full stops, capital letters)	Whole School Poetry Day – Nature Poems week 5 Text: Rainbow Fish - oral retelling, joining in with familiar phrases, adding action to support retelling, comprehension, changing a story, describing a scene Trip – recount simple* Writing: daily handwriting Focus: Simple sentences (spaces, full stops, capital letters)	Writing to my new teacher*	