

Writing Curriculum Map 2026-27

Year Group: Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Marvellous Me I wonder how I feel inside?	Fantastic Fantasy I wonder how the story will end?	Our Wonderful World at Home I wonder who used to live here?	Our Wonderful World Far Away I wonder how it would be living in another country?	Outdoor Adventures I wonder how living things grow?	Suitcases and Sandcastles I wonder what to pack in my suitcase?
Literacy Books The focus of the Literacy Books is to provide a context for developing communication, language, new vocabulary, understand and respond and express ideas as a foundation to begin expressing their ideas in written form.					
Funny Bones Owl Babies The Hug The Colour Monster	Supertato Gingerbread Man Nativity Story Stickman	Mr Gumpy's Outing What the Ladybird Heard In every house on every street	Handa's Surprise Whatever Next? How to catch a Star	Stanley's Stick Oliver's Vegetables The Teddy Bears Picnic	The Lighthouse Keepers Lunch The Sea Saw Somebody swallowed Stanley
Core Story The focus of the Core Story Books is to develop listening skills and encourage children to develop language, communication, comprehension and early literacy skills.					
Rosie's Walk We're Going on a Bear Hunt The Gruffalo Too Shy for Show and Tell Leaf Man Pumpkin Soup Barn Owls	Room on the Broom Super Kid No-Bot Norman Barry the fish with Fingers	Five Minutes Peace The Smartest Giant in Town What the Ladybird Heard Next The Star of the Zoo You Choose The Magic Paintbrush.	Amazing Grace Handa's Hen Marvin who wanted more. Alien's love underpants Easter Story	Stuck! Mad about Minibeasts Oliver's Fruit Salad Superworm The Everywhere Bear The Hungry Caterpillar	The Disgusting sandwich Billy's bucket Have you filled a bucket today? The Rainbow Fish Commotion in the Ocean. Shark in the park What the ladybird heard on holiday

Progression in Writing Skills to reach the Early Learning Goal

Early Learning Goal for Writing

By the end of reception, children working at the Expected Standard will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

Breakdown of Foundational Skills required to meet ELG for writing

Stage1: Communication and Language Foundations

Writing Framework link: Spoken language is a critical precursor to writing and children should regularly compose orally before transcribing

Children can:

- Listen attentively to stories, conversations and instructions.
- Understand and use a widening vocabulary.
- Speak in sentences to communicate ideas and experiences.
- Retell familiar stories and events in sequence.
- Use talk to rehearse what they want to write.
- Orally compose simple sentences before recording them.

Stage 2: Physical Readiness for Writing

Writing Framework link: Effective handwriting develops from secure physical foundations and explicit teaching from the start of Reception

Gross Motor Control

- Core stability and posture.
- Shoulder and arm strength.
- Bilateral coordination.
- Spatial awareness.

Fine Motor Control

- Finger strength and dexterity.
- Hand-eye coordination.
- Manipulation of small tools and objects.
- Increasing control of mark-making tools.

Writing Mechanics

- Comfortable seated writing position.
- Appropriate pencil grip.
- Ability to control writing equipment with increasing precision.

Stage 3: Early Mark Making

Writing Framework link: Effective handwriting develops from secure physical foundations and explicit teaching from the start of Reception

Children can:

- Create meaningful marks.
- Give meaning to their marks and drawings.
- Understand that marks can represent ideas, objects and messages.
- Use drawing alongside early attempts at writing.
- Begin to write for a purpose in play.

Stage 4: Phonological Awareness

Writing Framework Link: Phonological awareness underpins spelling and transcription

Children need to:

- Hear and identify environmental sounds.
- Recognise rhyme and rhythm.
- Clap and count syllables.
- Identify initial sounds in words.

	• Blend phonemes to read words. • Segment simple words into phonemes
Stage 5: Letter Knowledge <u>Writing Framework Link:</u> Developed phonological awareness is a pre-requisite for spelling and transcription	Children can: • Recognise taught graphemes. • Match sounds to graphemes. • Recall taught GPCs quickly. • Distinguish between letters and other symbols. • Recognise letters in different contexts.
Stage 6: Handwriting Development <u>Writing Framework link:</u> Handwriting should be taught explicitly, systematically and cumulatively throughout Reception so that cognitive load is reduced when writing.	Children can: • Form taught letters correctly. • Start and finish letters accurately. • Form lower-case letters with reasonable consistency. • Write recognisable letters that can be read by others. • Develop automaticity in letter formation. • Write from left to right.
Stage 7: Early Spelling <u>Writing Framework link:</u> Spelling is developed through phonics and application in meaningful writing activities	Children can: • Hear individual sounds within words. • Record initial sounds. • Record some final sounds. • Use taught GPCs to spell words phonetically. • Represent most sounds in simple CVC words. • Attempt unfamiliar words using phonics knowledge
Stage 8: Word Writing <u>Writing Framework link:</u> Building automaticity for writing some words reduces cognitive load when writing sentences.	Children can: • Write their own name. • Write some familiar words. • Write labels and captions. • Independently write simple words. • Write some common exception words that have been taught.
Stage 9: Oral Composition <u>Writing Framework link:</u> Oral composition helps manage cognitive load while transcription skills are still developing	Children can: • Generate ideas for writing. • Say a complete sentence aloud. • Hold a sentence in memory while writing. • Rehearse sentences before recording.

	• Add detail through talk.
Stage 10: Sentence Writing	Children can: • Write a simple sentence. • Record an orally rehearsed sentence. • Write a sentence that can be read by themselves and others. • Use phonetically plausible spellings for words. • Include some correctly spelt words from taught phonics. • Begin to leave spaces between words.