

Dodford First School

Our Writing Journey: Pre-School and Reception

At Dodford First School, we believe that **every child is a writer**. From the very beginning of their school journey, we nurture a love of language, stories and mark-making, helping children to develop the confidence and skills they need to become enthusiastic and purposeful writers.

In Pre-School and Reception, our writing curriculum is built around the **I'm a Clever Writer** approach, providing children with meaningful opportunities to develop their communication, language, literacy and early writing skills. Through engaging stories, rich experiences, purposeful talk, role play and mark-making, children are encouraged to share their ideas, express their thoughts and develop their understanding of written language.

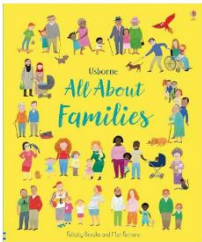
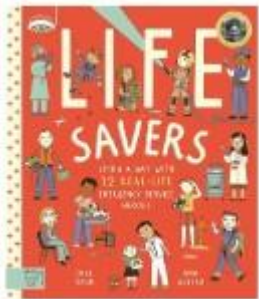
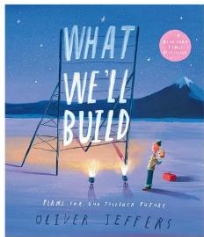
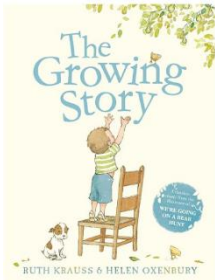
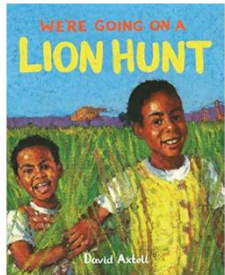
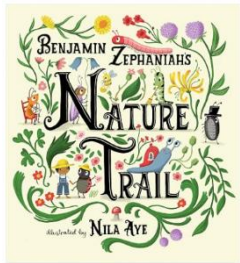
Our writing curriculum is designed to:

- **Inspire a Love of Writing:** Encourage children to enjoy stories, rhymes, songs and books while developing a curiosity about words and language.
- **Develop Early Writing Skills:** Build strong foundations through mark-making, pencil control, phonics, letter formation and early sentence writing.
- **Promote Talk for Writing:** Provide opportunities for children to talk, listen, retell stories, act out experiences and develop their vocabulary before recording their ideas.
- **Make Writing Meaningful:** Encourage children to write for real purposes, such as creating labels, lists, signs, cards, messages and stories linked to their play and experiences.
- **Develop Clever Writers:** Use the **I'm a Clever Writer** approach to explicitly model writing skills and encourage children to make thoughtful choices about vocabulary, sentence structure and presentation.
- **Build Confidence and Independence:** Help children to see themselves as writers, celebrating their ideas and encouraging them to become increasingly independent in their writing.
- **Support Every Learner:** Provide appropriate modelling, scaffolding and support so that every child can participate, make progress and take pride in their achievements.

Through the **I'm a Clever Writer** approach, we aim to develop children who are confident communicators, imaginative storytellers and enthusiastic early writers. By creating a language-rich environment where children's ideas are valued, modelled and celebrated, we lay strong foundations for their continued writing journey throughout Key Stage One and beyond.

Pre-School and Reception Writing Overview

	Autumn	Spring	Summer
	I am learning to be a writer.	I am becoming a Clever Writer.	I am a Clever Writer!
	Talk → Mark → Form → Write	Think → Say → Remember → Write	Think → Say → Write → Read → Check
Reception	Focus: Foundations - Children develop the physical and language foundations for writing. - They develop pencil control, correct posture, hand strength and letter formation. - Through stories, talk and play, children begin to understand that marks, letters and words have meaning. - They begin to write their name, recognise initial sounds and attempt simple words.	Focus: Applying skills - Children begin to bring their phonics, handwriting and oral language skills together. - They segment and write CVC words, write captions and begin to construct simple sentences. - They learn to think, say, remember and write, developing increasing independence with letter formation, finger spaces and punctuation.	Focus: Independence - Children increasingly apply their writing skills independently. - They write words and simple sentences using their phonics knowledge, remember tricky words, use appropriate punctuation and leave spaces between words. - They begin to reread and check their work, making simple improvements and writing for a range of purposes.

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum	Topic 1 Marvellous Me	Topic 2 Happy to Help	Topic 3 Material World	Topic 4 Spring Around the World	Topic 5 An African Adventure	Topic 6 We're going on a Bug Hunt
Core Texts						
Secondary Texts	