

Intent:

Have confidence in writing their own name independently on their work, using capital letters. To focus on using finger spaces on all written work. To start to be able to sequence pictures from recall (reorder a story they have read).

**Learning Outcomes
Knowledge and Skills
To know, to use, to apply...**

Links to:

Literacy, Numeracy, SMSC,

Gatsby Benchmarks

Term one

Whenever pupils are reading or writing (see reading and writing planning) they should focus on the following skills: (Starting the skills).

- Writing their name accurately on all work.
- Using capital letters correctly when writing their own name.
- Select and link picture/symbols (reordering a story) together in a sequence from memory.
- Using finger spaces in written work.
- Start to produce writing which is sequenced from left to right.

Please see lower school planning for literacy/numeracy/SMSC/Gatsby.

Term two

Whenever pupils are reading or writing (see reading and writing planning) they should focus on the following skills: (Making progress with the skills.)

- Writing their name accurately on all work.
- Using capital letters correctly when writing their own name.
- Select and link picture/symbols (reordering a story) together in a sequence from memory.
- Using finger spaces in written work.
- Start to produce writing which is sequenced from left to right.

Term three

Whenever pupils are reading or writing (see reading and writing planning) they should focus on the following skills: (Skills should become 'embedded'.)

- Writing their name accurately on all work.
- Using capital letters correctly when writing their own name.
- Select and link picture/symbols (reordering a story) together in a sequence from memory.
- Using finger spaces in written work.
- Start to produce writing which is sequenced from left to right.

Intended impact:

Pupils will start to use their basic writing skills (letter formation, basic punctuation) when writing for different purposes. They will experience writing about real events, poetry, leaflets and posters. They will continue to develop skills in checking work independently and improving their own work. Pupils will manage their emotions when listening to feedback from staff.