

Reception Pathway – Summer 1

Theme/ Term	Strength of mind – Summer 1		
Planning Sequence	 <p>Weirdo Zadie Smith and Nick Laird</p>	 <p>Hairy Maclary from Donaldson's Dairy Lynley Dodd</p>	 <p>OR The Night Pirates Pete Harris and Deborah Allwright</p>
Length	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks
Outcomes	<p>Instructional guides to being brave Writing in role, letters, captions and labels, narrative retellings</p>	<p>Alternative version narratives Character description, writing in role, letters, leaflets</p>	<p>'How to be a pirate' guides Writing in role, letters, labels and captions</p>

Overview and outcomes:

In this ten-session Writing Root, which we suggest will take 3 weeks to cover, the children set up and create labels for an Animal Shelter. Some cats and dogs arrive and the children help settle them before reading Hairy Maclary. They play Match the Mutt, create a Character Splat, research and write some facts about cats and then devise a story not dissimilar to Hairy Maclary but this time about a group of cats who are frightened away by Riptail Paw – a dog version of Scarface Claw, the menace of a cat who appears in Hairy Maclary.

Specific Area: Literacy

ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

- 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.

Prime Area: Communication and Language

ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.