

# Autumn 1

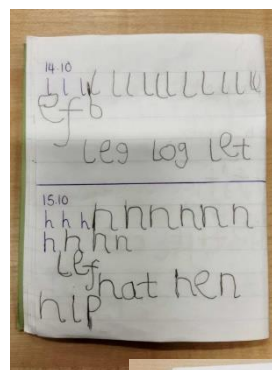
What should writing look like in Reception at the end of Autumn 1?

- They can hold a pencil using a tripod grip.
- Children can form some recognisable letters.
- Children can segment the sounds in VC and CVC words for example in, on, is, cat, mud, pen.
- They can spell a VC and CVC word by segmenting the sounds with little support.
- They can verbally construct a sentence, in response to a question. "What else could the Little Red Hen bake?" "The Little Red Hen will make pancakes."

When playing children should write sounds they have been taught and give meaning to the marks they make

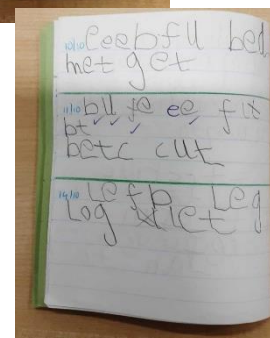
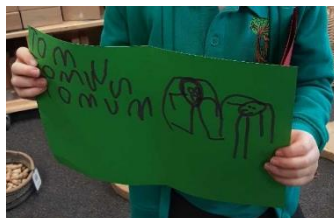


Tripod grip



Letter formation and CVC words in adult directed task

A child wrote a shopping list using sounds they had been taught during their choosing time.



## Where next?

The expectation by the end of Autumn 2

- Children should be able to write a CVC word independently.
- Children will know their grapheme, phoneme correspondences (they know what the letter looks like and can form it, from memory)
- Children will begin to write a simple caption
- Children will have mastered the tripod grip.
- Most letters will be formed correctly.
- Letters will be sat on the line.
- Children will be able to write their name.

## How to support your child at home

- Practice letter formation, using the rhymes with chalk, in shaving foam, on a steamy mirror, with paint or pencil and paper.
- Support with segmenting (breaking words down into single sounds) and pinching the sounds on your fingers.
- Use the flashcards provided and ask your child to spell a word using these. Can they write this word down? What happens if you cover the word up after you have made it with the flashcards? Can they write the word?