

RISE Reception Network Early Reading and Writing

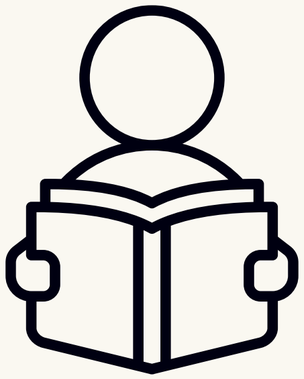
Rimrose Hope

ELGs for Reading and Writing

ELG:Word Reading

Children at the expected level of development will:

- Say a sound for each letter of 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

Children at the expected level of development will:

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



Development Matters

(non-statutory)

Reading

Children in reception will be learning to:

- Blend sounds into words
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.





Writing

Children in reception will be learning to:

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.



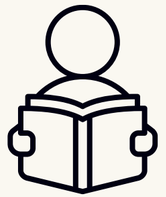
OFSTED Toolkit

Expected Standard

Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being broadly in line with national averages.



By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency.



- High-quality interactions
- Daily story time and the importance of high-quality texts
- Staff provide enough teaching and practice for children in Reception to develop a comfortable pencil grip and increasing accuracy and fluency in word reading, spelling, handwriting and number facts
- Foundational knowledge and skills

Pedagogy

At Rimrose Hope, we recognise that effective pedagogy relies on a wide range of strategies and a strong focus on what supports our pupils' learning. As teachers, we are part of this context, using high-quality research to guide our approach and continually refining our practice to meet the evolving needs of our pupils. We choose our pedagogical approaches to ensure all pupils achieve well.

High-quality texts



Are you really reading?

AYRR
Are You Really Reading?

Feuerstein

THE FEUERSTEIN INSTITUTE

Voice 21

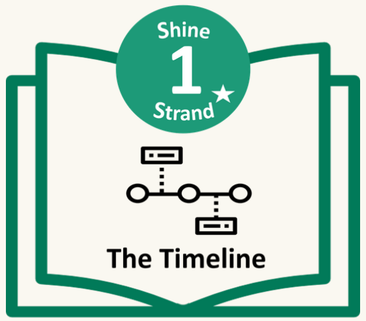
voice 21

Lane Clarke Mastery and Depth

Read, Write, Inc

Read Write Inc.

Pedagogy


Shine
1
Strand
The Timeline


Shine
2
Strand
#
The Hashtag

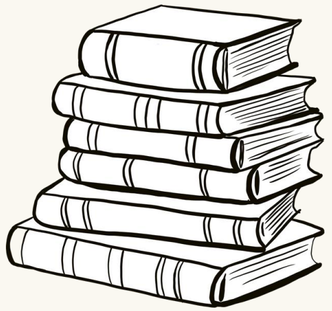

Shine
3
Strand
The Emoji


Shine
4
Strand
Impression and
Evidence


Shine
5
Strand
The 3/5 Most
Important Things

High Quality Texts

Our EYFS curriculum is carefully planned and sequenced around overarching themes and high-quality texts, providing children with rich language models and meaningful contexts for writing. This approach supports progression from mark-making to sentence writing, directly linking to the Early Learning Goals in Writing and Communication and Language, as outlined in the EYFS Framework.



Teaching and Learning Entitlements



Practice → Consolidate → Apply

Shared Reading and Writing
(explicit teaching and modelling)

→

Guided Reading and Writing
(pupils working on similar targets)

→

Child Initiated Teaching
(pupils are trained to access provision)

Discrete Phonics
(RWI Phonics Programme)

Story/Song Time

English Teaching Sequence

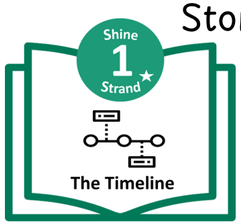
Phase 1

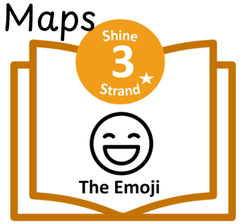
Hook
Introduction to the text
Shared Reading
Shared Writing
Introduction of new vocabulary
Responding to the text

Explicit links to continuous provision

Phase 2

Sequencing key events
Retelling the story
Drama and Role Play
Making simple inferences
Story Maps





Phase 3

Teacher modelling, scribing and supported composition
Guided Writing
Independent Writing







Guided Writing

The teacher works with a group of pupils, who share a similar need for challenge or support.

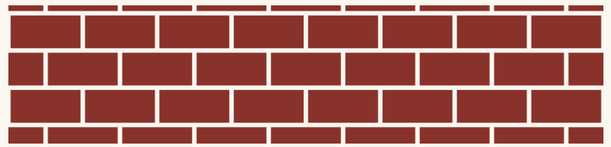


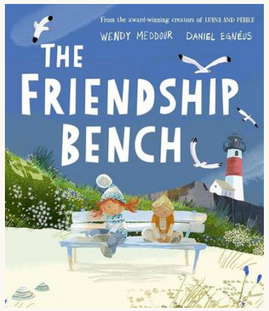
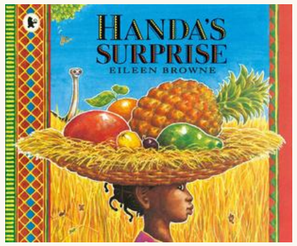
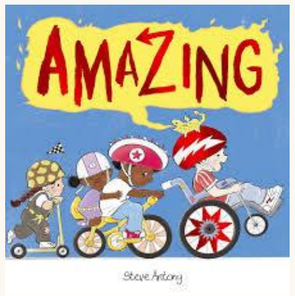
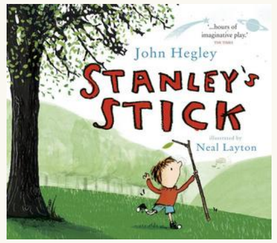
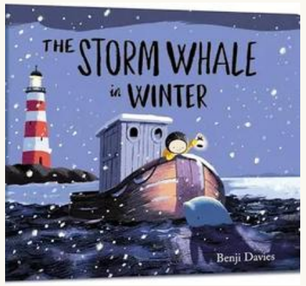
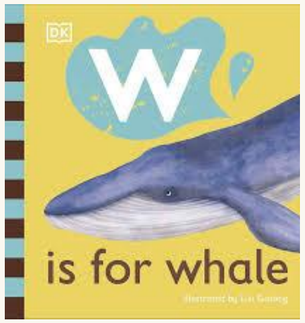
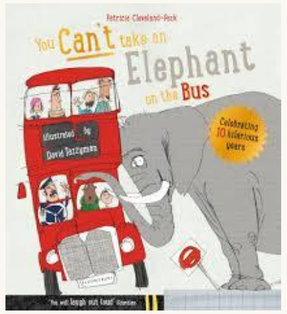
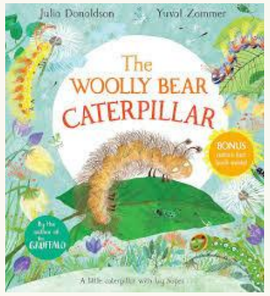
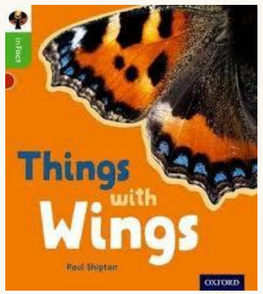
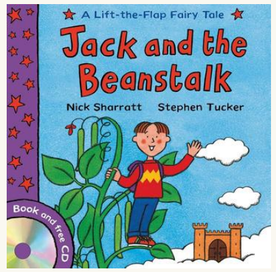
This approach gradually transfers the responsibility from the teacher to the pupil.



Keeping things simple and doing them well!

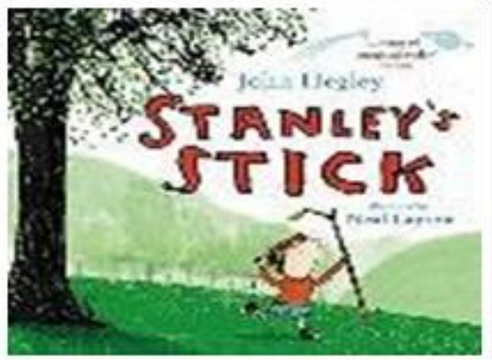
Building strong foundations



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Getting to Know One and Other**	**Autumn**	**Water**	**Journeys**	**Life Cycles**	**Farmyard Animals**
High Quality Texts 	  	 	 	 	 	  

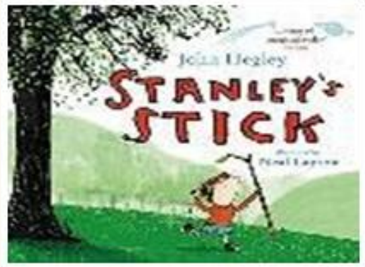
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Getting to Know One and Other**	**Autumn**	**Water**	**Journeys**	**Life Cycles**	**Farmyard Animals**
Linked Texts	Nursery Rhymes Traditional Tales We all have different families The Great Big Book of Families My Hair Amazing Handa's Hen Beautiful Bananas On Sudden Hill	Stickman Leaf Man Scaredy Squirrel The squirrels who squabbled Squirrel's Autumn Search Tree Goldilocks and the 3 Bears Little Red Riding Hood	Someone swallowed Stanley The Snail and the Whale Commotion in the Ocean Jonah and the Whale The Journey Home Clean up! Here We Are	We're going on a bear hunt We're going on a lion hunt You can't take an elephant on the bus Lost and Found Mr Grumpy's Outing The Gingerbread Man On the Way Home.	Christopher's Caterpillars Jack's Garden Do you love bugs? Caterpillar and Bean Aaaargghh Spider! Superworm Oliver's Vegetables Mad about Minibeasts When the Bees Buzzed Off! The Extraordinary Gardner The Enormous Turnip	The Little Red Hen A Squash and a Squeeze Farmyard Hullabaloo Farmer Duck What the ladybird heard. Old Macdonald had a Farm The Ugly Duckling Chicken Licken

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**Getting to Know One and Other**	**Autumn**	**Water**	**Journeys**	**Life Cycles**	**Farmyard Animals**
Poetry 	Oh Dear Michael Rosen		I'm a Little Snowman		The Worm Ralph Bergengren	Braving the Sea Philip Waddell
Songs and Rhymes 	Something about Me Here's a Little Poem Grow Up! Poems Out Loud	Autumn is Here - Exploring Poetry with Young Children The Squirrel	Here We Go Round the Mulberry Bush Adaptation Weather Blow a Kiss, Catch a Kiss	Vroom Vroom Leanne Guenther The Wheels on the Bus	My Puppy Here's a Little Poem Caterpillar Caterpillar	This is the way we cross the road Look at the Train Kathy Henderson



Autumn Term 2

Stanley's Stick



Reading into Writing Journey

Prior Learning

Development Matters 3-4 years

Word Reading and Print Awareness

- Understand that print has meaning
- Know that print has different purposes
- Recognise that English text is read from left to right and top to bottom
- Identify basic parts of a book
- Sequence pages in a story

Speaking and Listening

- Engage in extended conversations about stories
- Develop and use new vocabulary

Writing

- Begin to write some recognisable letters



Development Matters - Reception

Listening, Attention and Understanding

- Listen carefully and understand why listening is important
- Begin to engage in story time
- Understand and respond to simple 'why' questions
- Join in with repeated refrains and complete rhyming words

Speaking

- Begin to articulate ideas and thoughts in well-formed sentences

Word Reading and Print Concepts

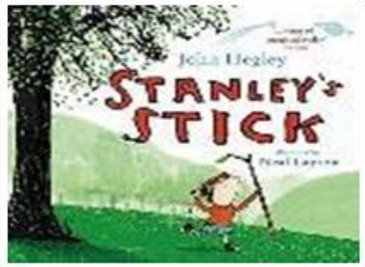
- Understand key concepts about print, including:
  - left to right directionality
  - one-to-one correspondence (word/letter awareness)
  - recognising first and last
- Apply early phonic knowledge to begin decoding simple words

Reading Comprehension

- Demonstrate understanding when talking about what has been read
- Make simple predictions about stories
- Talk about settings, events and characters
- Begin to answer simple inference questions using pictures and text
- Express opinions about stories, including likes and dislikes

Writing

- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.



Reading into Writing Journey

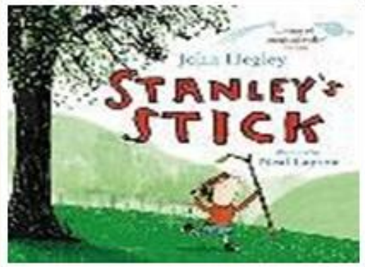
Phase 1

Hook

A long and thin parcel arrives for the class, inside there is: an interesting looking stick; a picture of Stanley and a letter from Stanley.

The letter explains that the stick can become many different things.

Stanley asks the children, "What would you like this stick to be?"



Reading into Writing Journey

Phase 1

Making Predictions

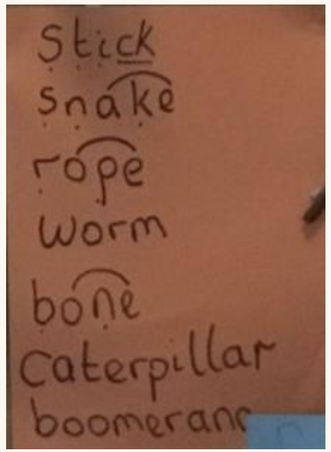
The children were asked to make predictions about what they thought the parcel might be.

I think it could be a big banana because it is a bit round at the end.
Jenson

I think it could be a huge snake.
Ivy

I think Stanley is a person who likes to play with sticks, maybe he makes a flag.
Erin

I think it could be a hot dog, it is long and a bit skinny.
Ava

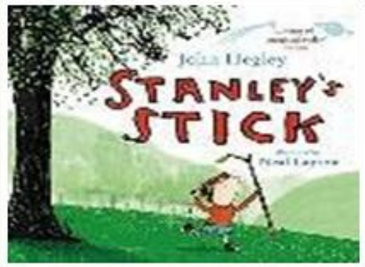


The teacher scribed the children's ideas using descriptive commentary i.e.:

- how to write a list
- hearing initial sounds in words
- putting a phoneme button under each initial GPC

Oracy Focus

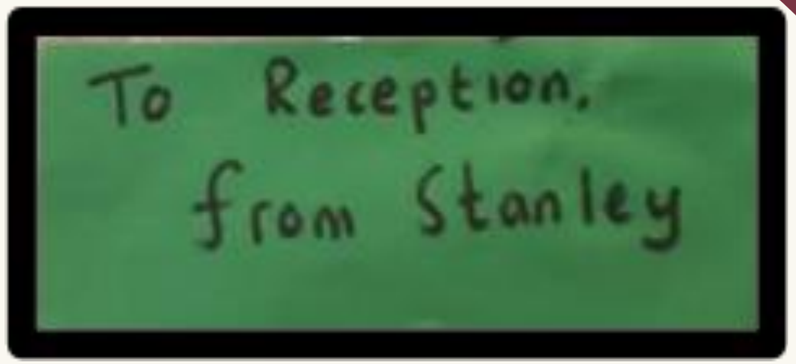


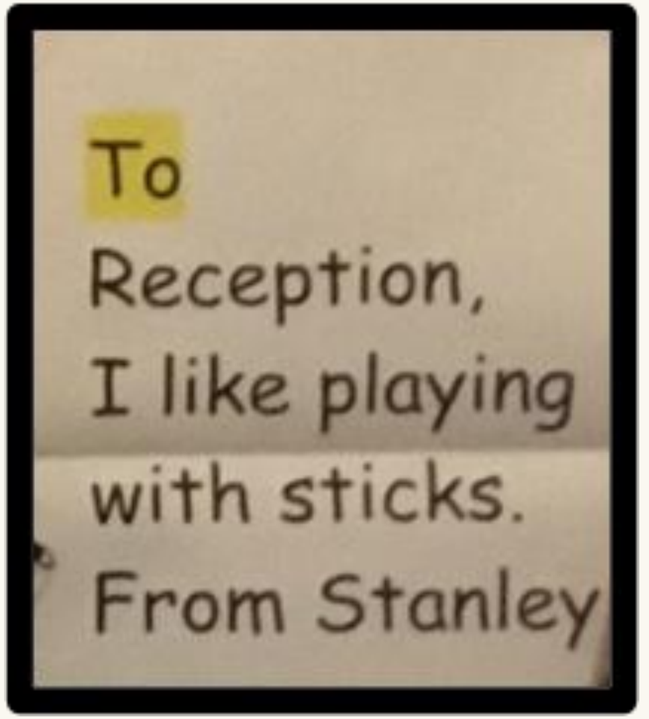


Reading into Writing Journey

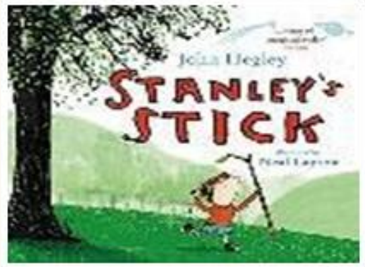
Phase 1



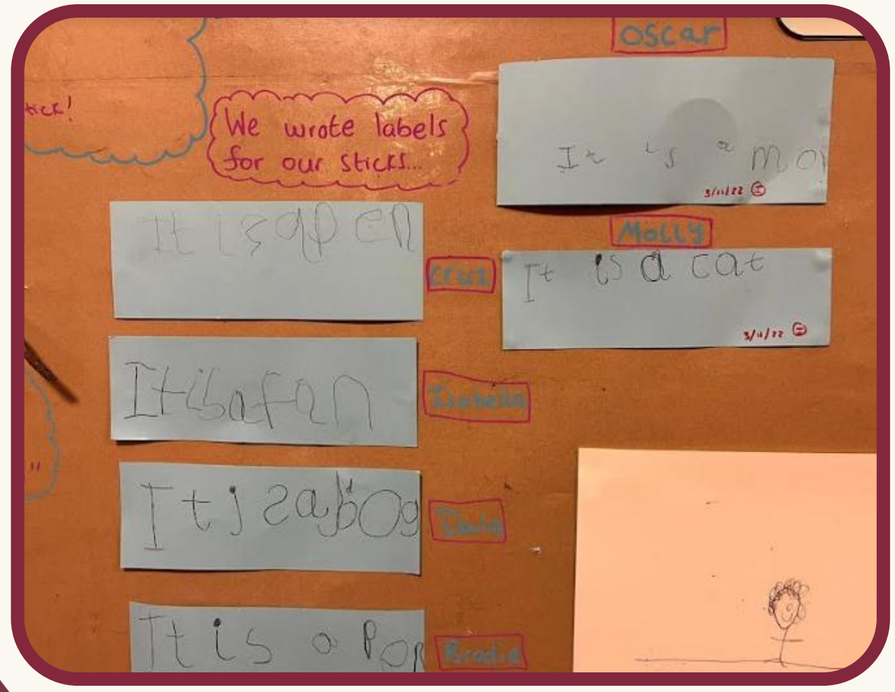


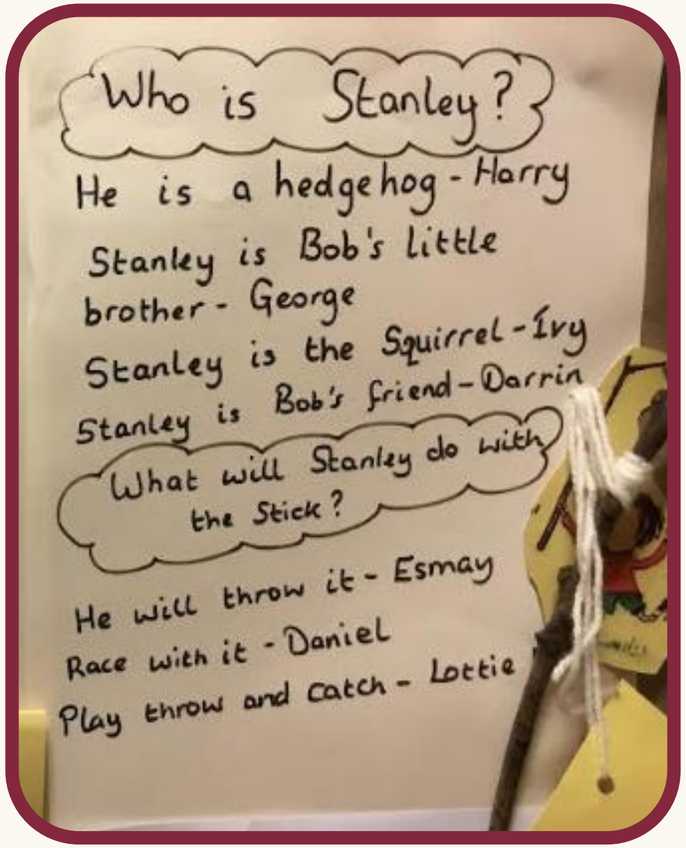


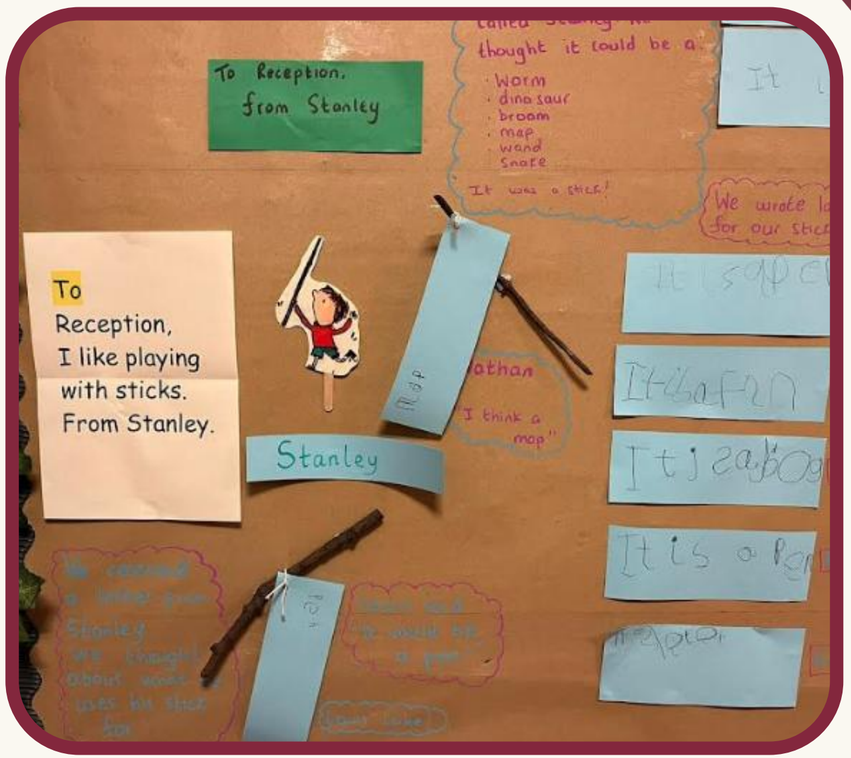
Each class maintains a working wall that documents the progression of learning. This working wall is continuously updated throughout the unit of work to incorporate key vocabulary, pupil predictions, and exemplars of children's work.

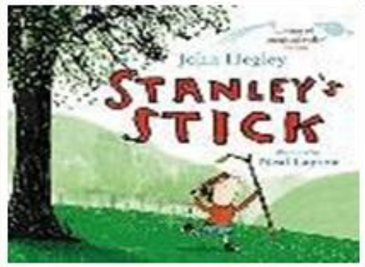


Reading into Writing Journey
Working Wall









Reading into Writing Journey

Phase 1

Hook - the teacher brings in the stick from yesterday's session, it now has an envelope attached to the bottom of it.
Inside the envelope is a card that reads:

To Reception

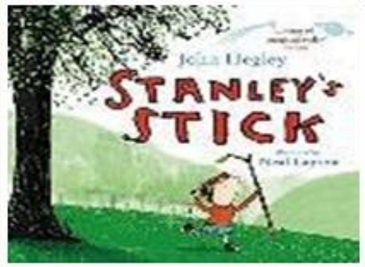
I like playing with sticks.

From Stanley.

The teacher read the card out loud and challenged the children to 'trap' tricky words 'I' and 'To'.

Development Matters - Literacy

Read a few common exception words matched to the school's phonic programme.



High-quality Continuous Provision

Seaside Cafe



The children used 'stirry' to create Autumn delicacies.

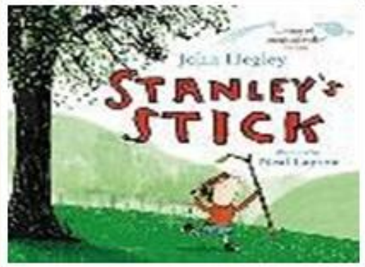
This stick is good to stir the soup, just like Stanley.





I am making stick soup. I have put little twigs in.





High-quality Continuous Provision

Construction and Creative Areas

I have made a stick man. I have put eyes on him and his name is Sticky.



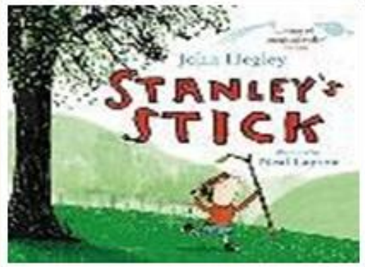
Stanley went on the train to the beach. It went up high in the air.





This is Stockport train station.





Reading into Writing Journey
Phase 1

Whole class shared reading

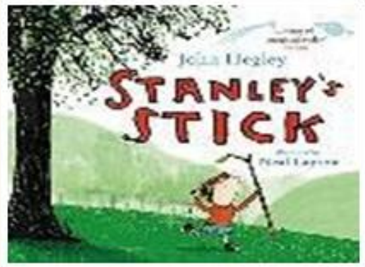
The teacher shared the book with the children to explore the possible uses of Stanley's stick.

At the end of the story, the teacher revisited the children's predictions from the previous day. The children were praised for their ideas and encouraged to compare them with Stanley's.



Development matters - Communication and Language

Engage in story time
Listen to and talk about stories to build familiarity and understanding



Reading into Writing Journey

Phase 1

The children were introduced to new, ambitious vocabulary from the text and explored the meaning of each word.

pretend

extinct

hurls

interesting

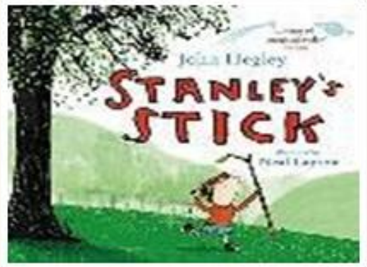
stumbles

ordinary

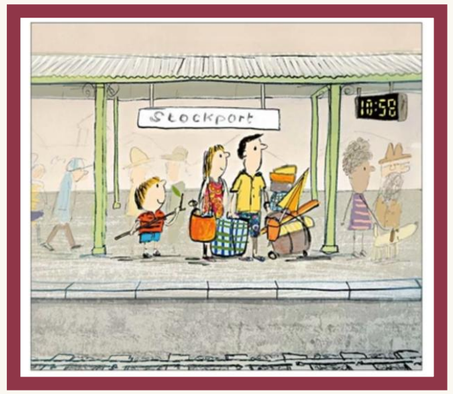
Development matters - Communication and Language

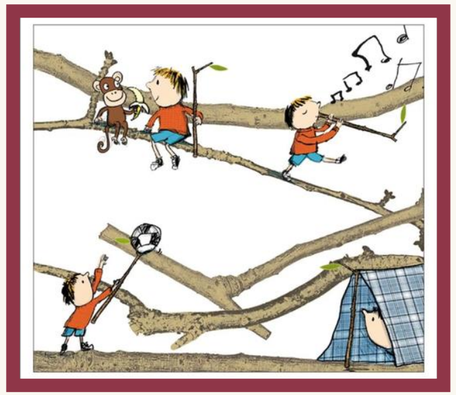
Learn new vocabulary

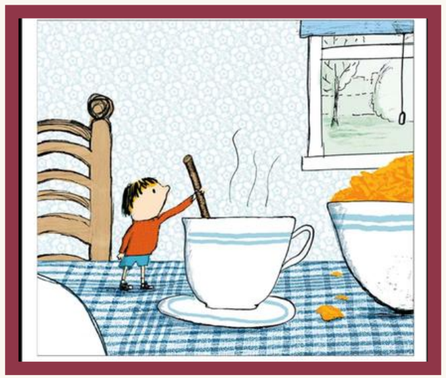
Ask questions to find out more and to check they understand what has been said to them

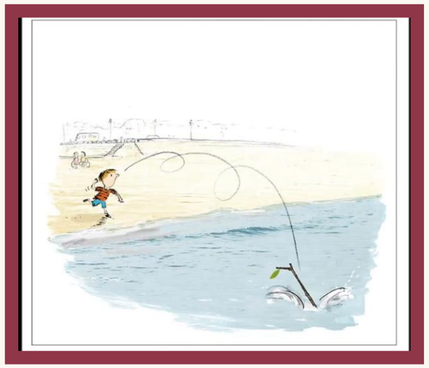


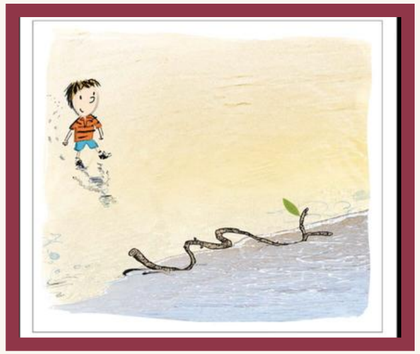
Reading into Writing Journey
Phase 2











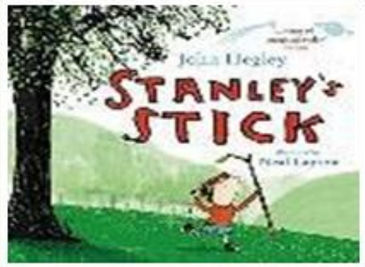
Beginning

Middle

Ending

The children sequenced the key events and placed them on a timeline.

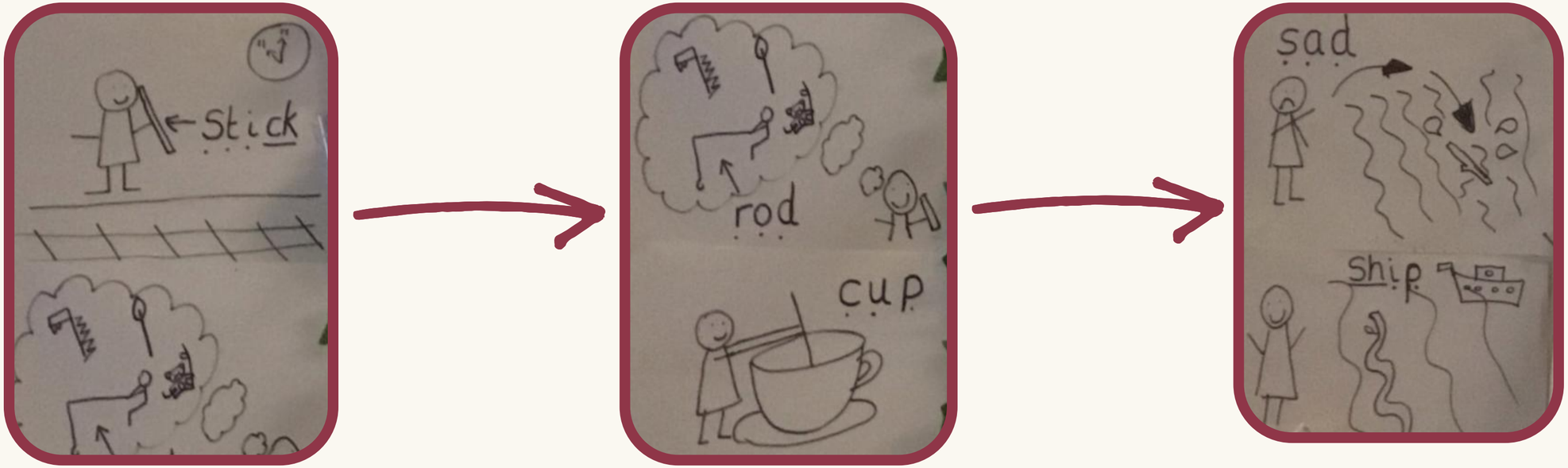
Shine 1 Strand ★
The Timeline



Reading into Writing Journey

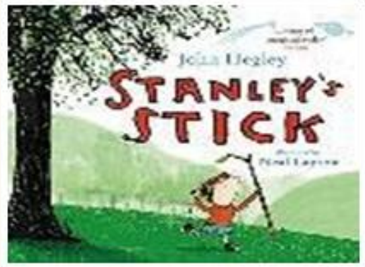
Phase 2

Story Maps



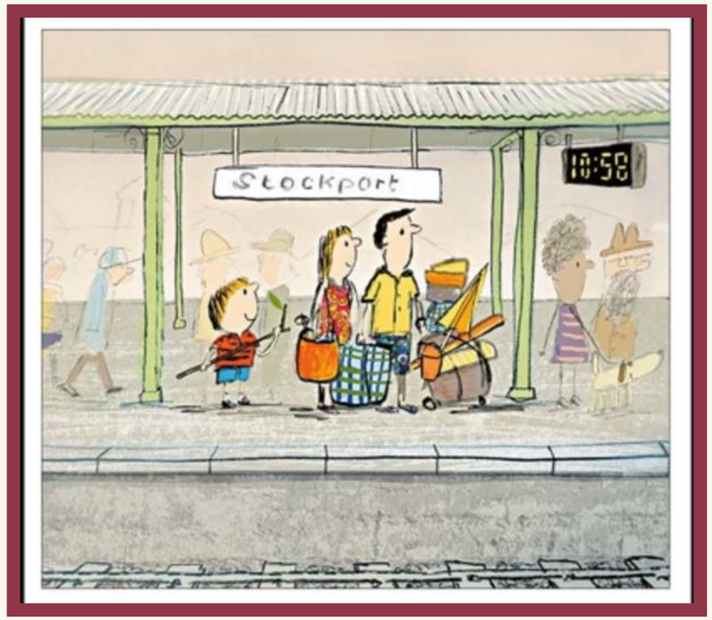
During a shared session, the teacher modelled creating a story map by visually mapping out the key elements of the story (characters, setting, plot, problem, and solution).

This pedagogical strategy is designed to improve reading comprehension and narrative writing.



Reading into Writing Journey

Phase 2

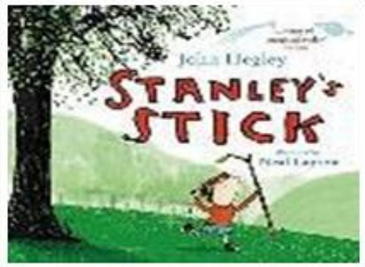


I think Stanley is happy at the train station. He is going to the beach and that makes me happy.

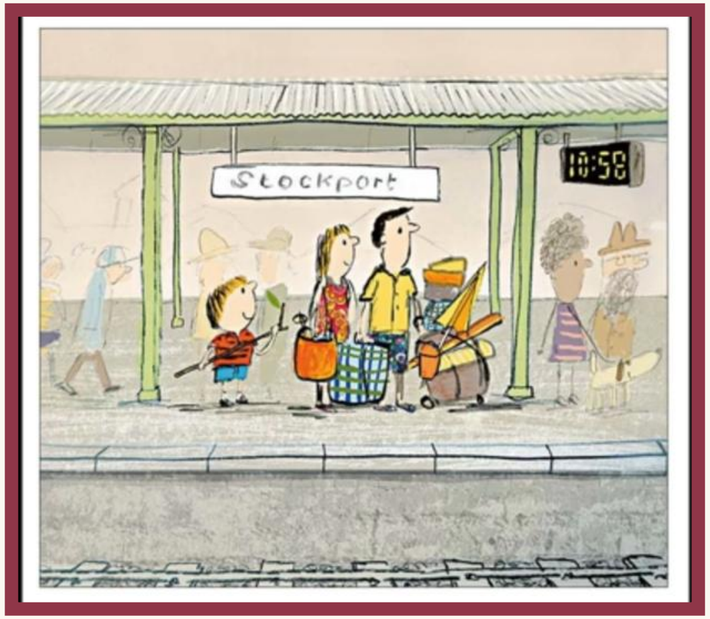
The children worked in Key Worker groups and explored the meaning of happy and sad emojis. They looked at different key events from the text and discussed how Stanley might have been feeling at different points. The children were encouraged to justify their reasoning and relate it to their own experiences.

Shine 3 Strand ★

The Emoji



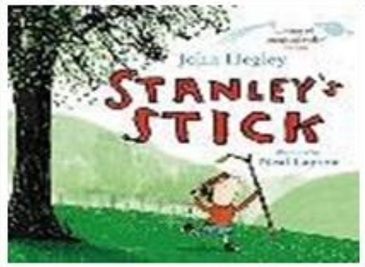
Reading into Writing Journey
Phase 2



He is happy when he finds his new stick - 'Fantastick', he was smiling. He hurls his stick into the sea because he wants someone else to have it.

The children worked in Key Worker groups and explored the meaning of happy and sad emojis. They looked at different key events from the text and discussed how Stanley might have been feeling at different points. The children were encouraged to justify their reasoning and relate it to their own experiences.

Shine 3 Strand ★
The Emoji



Reading into Writing Journey
Phase 2

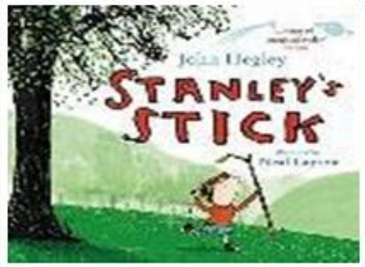




I think Stanley is sad when he hurls his stick. he loved his stick and kept it for a while, but it was time for someone else to have it.

The children worked in Key Worker groups and explored the meaning of happy and sad emojis. They looked at different key events from the text and discussed how Stanley might have been feeling at different points. The children were encouraged to justify their reasoning and relate it to their own experiences.

Shine 3 Strand ★
The Emoji



Reading into Writing Journey
Phase 2

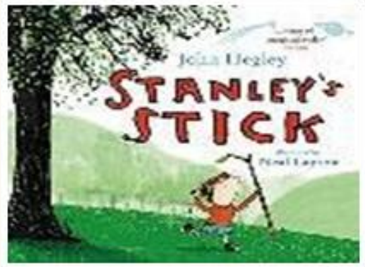




I have given my toy kitchen away to my mum's friend. I was sad, but it is too small for me now.

The children worked in Key Worker groups and explored the meaning of happy and sad emojis. They looked at different key events from the text and discussed how Stanley might have been feeling at different points. The children were encouraged to justify their reasoning and relate it to their own experiences.

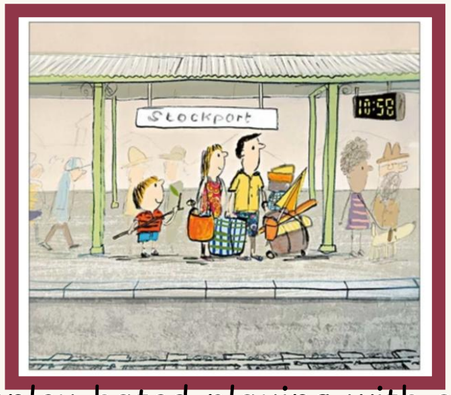
Shine 3 Strand ★
The Emoji



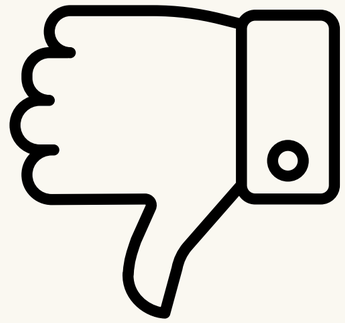
Reading into Writing Journey

Phase 2

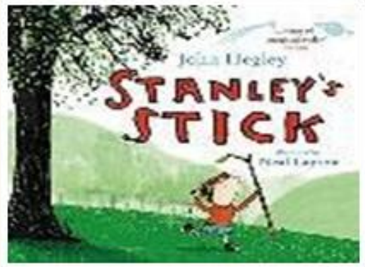
Reading for Meaning - Think Charts

True	Statement	False
	 Stanley hated playing with sticks.	✓





The teacher explained to the children that they needed to listen carefully to parts of the story. The teacher read sections of the story aloud and gave statements for the children to consider. The children were asked to decide whether each statement was true or false (right or wrong) and to explain how they knew



Reading into Writing Journey

Phase 2

Reading for Meaning - Think Charts





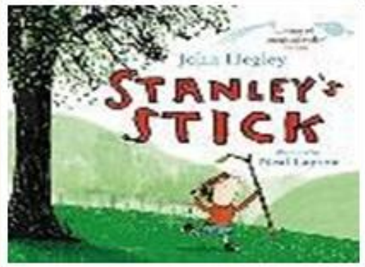
Stanley hurled his stick because he felt too old for sticks

… it is false. Stanley threw his stick into the sea for another kid.
He didn't give it away to anyone.
George



Stanley called his new stick fantastick

True… Stanley called his new stick 'Fantastick'
Betsy



Reading into Writing Journey
Phase 2

Weekly Challenges





Readin g





Writin g



Can you sequence the events from the story?

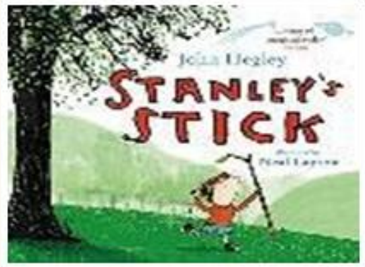
Can you draw and label your stick?

Development Matters - Literacy

Describe events in some detail.

Development Matters - Literacy

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.



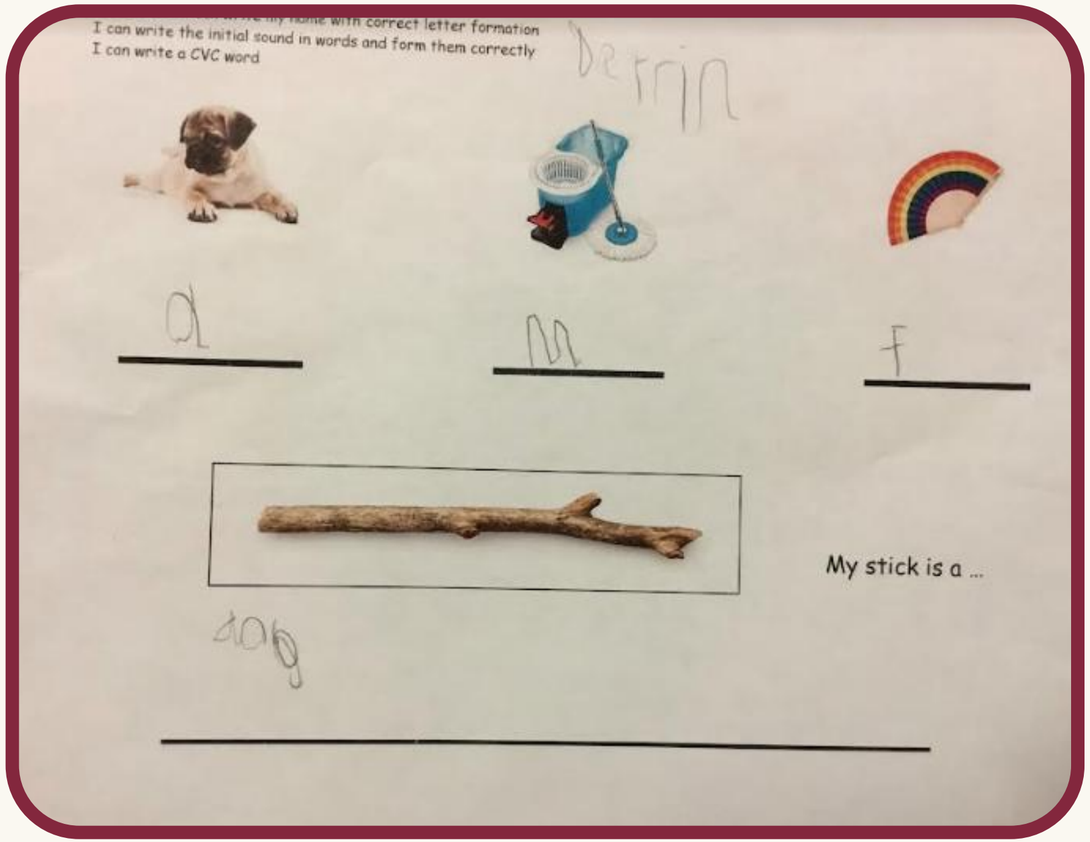
Reading into Writing Journey

Phase 3

Composition

Writing

Transcription



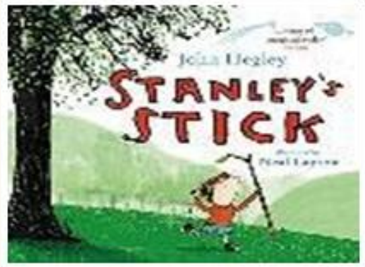
The children were provided with images of CVC words and were encouraged to identify and record the initial letter sound in each word. They then progressed to applying their phonic knowledge to segment sounds within a chosen word. Using this understanding, the children completed the sentence stem: "My stick is a...", demonstrating their ability to link sounds to letters and begin constructing simple sentences.

Development Matters - Literacy

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the

sound with letter/s



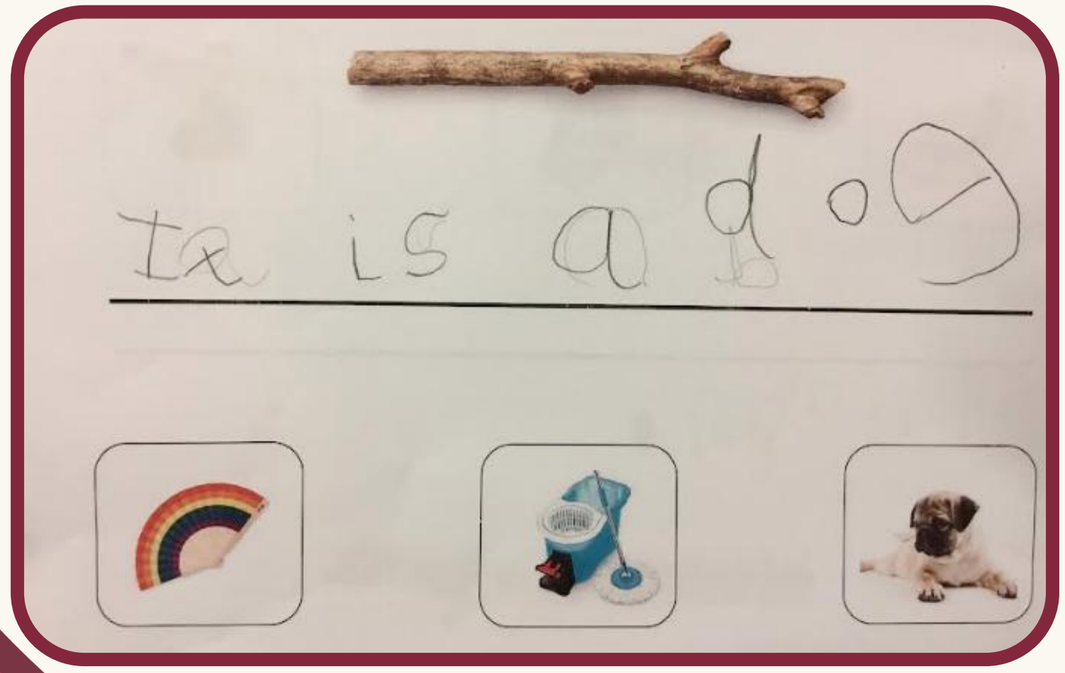
Reading into Writing Journey

Phase 3

Writing

Transcription

Composition

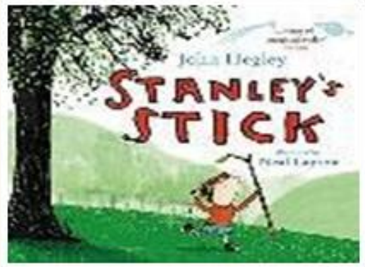


The children were provided with images of CVC words and asked to choose one and write a simple sentence using the sentence stem: "My stick is a...", demonstrating their ability to link sounds to letters and begin constructing simple sentences.

Development Matters - Literacy

Write short sentences with words with known sound-letter correspondences using a capital letter and

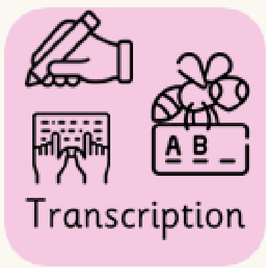
full stop.



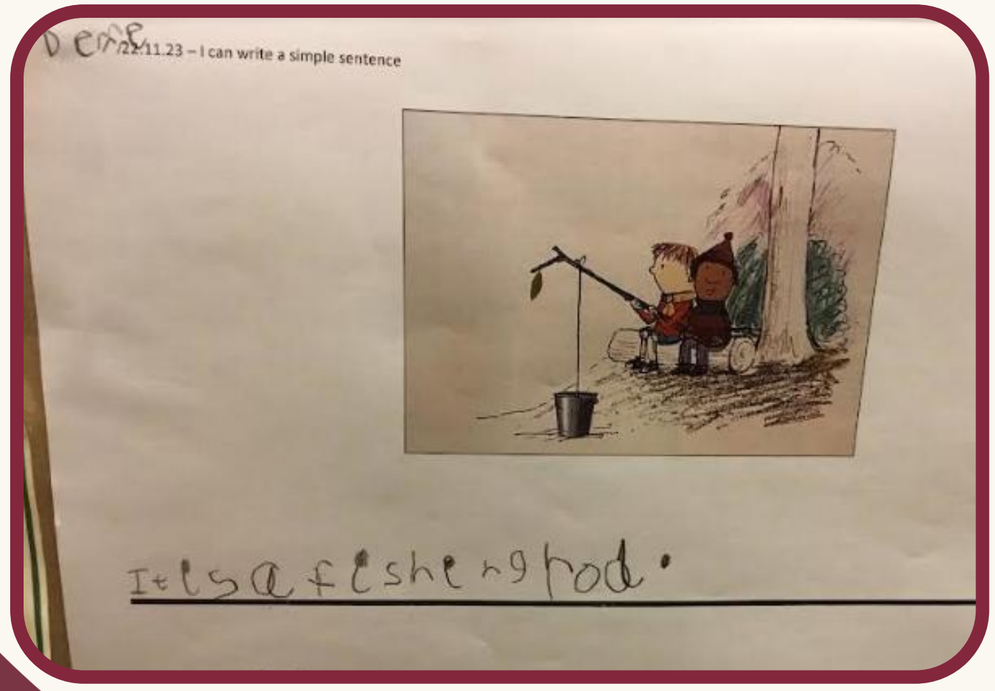
Reading into Writing Journey

Phase 3

Writing



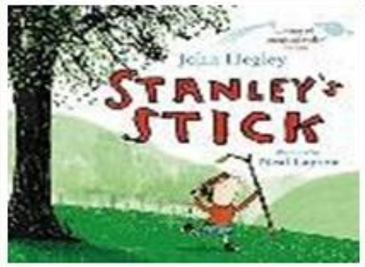




The children were provided with an image from the text and challenged to compose a simple sentence to accompany it. They were provided with a sentence stem: It is a... and sound mats to aid their composition.

Development Matters - Literacy

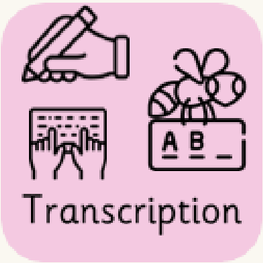
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.



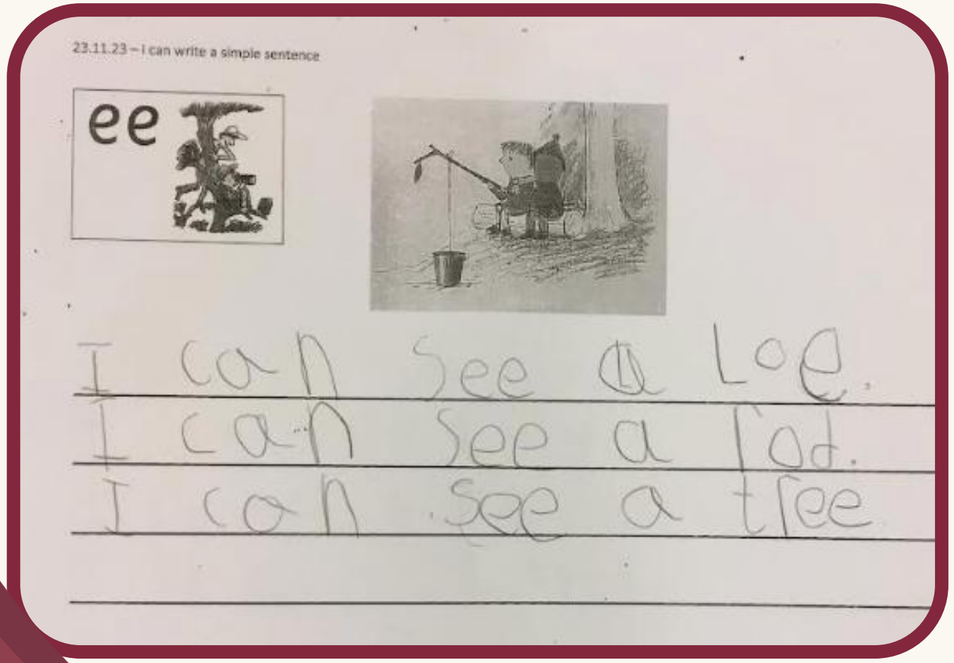
Reading into Writing Journey

Phase 3

Writing







The children were provided with an image from the text and encouraged to compose simple sentences to describe what they could see. To support their writing, they used the sentence stem: "I can see a..." alongside sound mats, which helped them identify and apply the correct letter sounds.

This activity was carefully linked to their phonics learning, with a focus on the vowel digraph being taught that week. It provided an opportunity for the children to apply their developing phonic knowledge within a meaningful writing context, supporting both their spelling and sentence construction skills.

Development Matters - Literacy

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Questions

