



Reception Writing progression of skills

<u>Reception</u>	Autumn 1 Ourselves	Autumn 2 Let's Celebrate	Spring 1 Planet Earth	Spring 2 People Who Help Us	Summer 1 Food and Farming	Summer 2 Beside the Seaside
<u>Text</u> Fiction Non-fiction Poetry	All Are Welcome Love Makes a Family Pink is for Boys Amazing The Colour Monster The Squirrels Who Squabbled The Best Diwali Ever Room on the Broom Traditional tale - Enormous Turnip	Storm (Sam Usher) Mogs Birthday Bonfire night The Tree That's Meant To Be Little Robin Red Vest Jesus' Christmas Party Traditional tale - Gingerbread Man	Snow (Sam Usher) Clean Up! Somebody Swallowed Stanley Tidy Here We Are Traditional tale - Goldilocks	Rain (Sam Usher) Real Superheroes Mog and The Vet People who Help us (non-fiction series) Police Officer Postman Firefighter Traditional tale - Three Little Pigs Little Red Hen	What The Ladybird Heard Farmer Duck Oliver's Vegetables Traditional tale - Jack and the Beanstalk 2	Sun (Sam Usher) Commotion in The Ocean Rainbow Fish Clem and Crab One Day on our Blue Planet (In the Ocean) Traditional tale - Little Red Riding Hood

<p>Composition: Text Structure</p>	<p>I can engage in role-play based on own experiences.</p> <p>I can introduce a storyline or narrative into my play.</p> <p>I can orally retell a simple past event in the correct order.</p> <p>I can participate in a whole class retelling of a story.</p> <p>I understand and can follow a story map.</p> <p>I can write my name.</p>	<p>I can orally retell a 5 part story</p> <p>Once upon a time</p> <p>First/Then/Next</p> <p>But</p> <p>So</p> <p>Finally,.....happily ever after</p> <p>I can say a sentence that I want to write.</p> <p>I can write the initial and end sound to label a picture.</p> <p>I can write a label</p>	<p>I can write simple sentences.</p> <p>It is...</p> <p>I am....</p> <p>The....</p> <p>He/She...</p> <p>I can see</p> <p>Orally retell a story using time words:</p> <p>One day/Once upon a time</p> <p>First</p> <p>Next</p> <p>Finally</p>	<p>I can write repeated refrains/phrases from a story;.... E.g. run run as fast as you can....</p> <p>I can write simple sentences and captions with phase 3 sounds starting with: First, Next, Then, Finally.</p> <p>I can write questions, using who, what, where, when, how</p> <p>I can orally use -ly openers when retelling a story e.g. luckily/unfortunately</p>	<p>I can begin to write a story using Once Upon a Time, Then, Next, But, Finally.</p> <p>I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>I can write a sentence.</p> <p>I can use an adjective in my sentence</p> <p>I can write simple factual sentences based around a theme</p> <p>Names Labels Captions</p> <p>Lists Diagrams</p> <p>Message</p>	<p>I can write the beginning of the story</p> <p>I can orally construct sentences using the subordinating conjunctions 'so' and 'because'</p> <p>I can write a compound sentence using the coordinating conjunctions 'and'</p> <p>I can use 'and' to create paired adjectives (e.g The red and yellow cat).</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>I can write an instruction</p>
<p>Punctuation and Grammar</p>	<p>I know the difference between upper and lower case letters.</p>	<p>I know the difference between upper and lower case letters.</p> <p>I can put a capital letter at the start of my name.</p>	<p>I know that a capital letter goes at s start of a sentence.</p> <p>I can use finger spaces</p>	<p>I can use a capital letter at the start of my sentences.</p>	<p>Say a sentence, write and read it back to check it makes sense.</p>	<p>I can put a full stop at the end of a sentence.</p>

<p>Transcription : Phonics and Spelling</p> <p>See phonics progression document and Y1 CE word list</p>	<p>I can link letters to sounds</p> <p>I can write the initial sound in words.</p> <p>I can segment with Sid to help me segment to spell.</p> <p>I can write the initial and end sound to label a picture</p> <p>I know group 1-4 sounds:</p> <p>Phase 2, Group 1: s a t p</p> <p>Group 2: i, n, m, d</p> <p>Group 3: g, o, c, k</p> <p>Group 4 ck, e, u, r</p> <p>I can segment to spell VC words: is, it, in, at, an, am, on, up</p>	<p>I know all group 5-6 phonemes:</p> <p>Group 5: h, b, f, l</p> <p>Group 6: ff, ll, ss</p> <p>I know phase 3 group 1 and 2 phonemes:</p> <p>Phase 3: Group 1: j, v, w, x</p> <p>Group 2: qu,z,zz,y</p> <p>I can spell group 2, 3 and 4 tricky words: l, is, to, the, no, go</p> <p>I can use my phonic knowledge to write words which match the way I speak</p> <p>I can segment to spell CVC words with phase 2 sounds</p>	<p>I know phase 3 group 3,4,5 phonemes:</p> <p>Phase 3: Group 3: ch,sh, th, ng,</p> <p>Group 4: ai, ee, igh, oa,</p> <p>Group 5: oo/oo, or, ar</p> <p>I can segment orally to spell using phase 2 and new phase 3 sounds.</p> <p>I can record the dominant sounds in a word.</p> <p>I can write simple sentences using phase 2 and 3 phonemes taught so far.</p> <p>It....</p> <p>The....</p> <p>I can write phase 3 tricky words:</p> <p>Group 1: her, was, you</p> <p>Group2: he, she, we, me, be</p> <p>Group 3: they, my, by</p>	<p>I can use phase 3 group 6 & 7 phonemes when I hear those sounds in my writing:</p> <p>Group 6: ur, ow, oi, er</p> <p>Group 7: ure, ear, air</p> <p>I can write phase 3 tricky words:</p> <p>Group 4: are, all</p> <p>Group 5: some, come</p> <p>Group 6: so, do</p> <p>Group 7: Little out.</p>	<p>I can begin to record all sounds in CVCC words</p> <p>Group 1 & 2: nd, dt, mp, nk, lt, lk, sk, st</p> <p>I can use a sound mat to spell phase 4 tricky words:</p> <p>Group 1: were, what, like, have</p> <p>Group 2: there, here, said, one</p>	<p>I can begin to record all sounds in CVCC and CVCC words:</p> <p>Group 3 & 4: fr, pr, br, gr, tr, cr, dr, Pl, fl, cl, sl, Sp, st, sc, sk, sw, tw</p> <p>I know the letter names of the alphabet</p> <p>I can use a sound mat to spell phase 4 tricky words:</p> <p>Group 3: house, when, our, your</p> <p>Group 4: love, school</p>
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Transcription : Handwriting	I can touch the tip of each finger to their thumb			I can print my name (as needed)		I can write my surname	
	I can capture experiences and responses with a range of media such as paint.			I can complete a 4-5 piece puzzle		I can write letters sitting on the line – v w x	
	I am sure with my dominant hand			I can copy letters e f s I can form Ben's Bouncy Letters : b h k m n p r		I can form Cals Curly Letters: a c d f e s o q g	
	I can copy x shape			I can form Zippy zigzag letters correctly: v w x z		I can copy and write 1, 2, 3	
	I can copy letters			I can write numbers 1-5 (consolidate)		I can move the paper while cutting	
	I can copy x shape			I can draw a person with 6 different body parts		I can copy and write 4, 5	
	I can copy letters			I can use a knife and fork correctly		I can draw to represent an object	
	I can use a dynamic tripod grip.			I can move the paper while cutting along a line		I can copy and write numbers 6, 7	
	I can form Len's Ladder letters: l, i, u, t, y, j			I can move the paper while cutting along a line		I can copy and write numbers 8, 9	
	I can hold the scissors correctly.			I can cut big circles with scissors		I can draw to represent an object (topic focus e.g. sea creatures)	
	I can open and close the scissors correctly.			I can write numbers 8, 9		I can use a knife and fork correctly	
	I can cut on a line			I can use a knife to cut.		I can cut around a given shape	
	I can cut on lines continuously.			I can cut along zig zag		I can copy a triangle	
	I can use a dynamic tripod grip. – as needed			I can cut along wavy lines		I can write my surname.	
				I can cut around a circle			
			I can write numbers 6, 7				
Composition: Vocabulary	I understand the meaning of new vocabulary from stories:	I can use the key words; Once upon a time, first, next, then, but, finally.	Capital letters	Question	Label	Full stop Conjunctions: but and who	
	I understand the vocabulary beginning, middle, end.		Introduce determiners: Their some all that their	Question mark	Caption		
					List		

	<p>I can build stories around toys and small world.</p> <p>I can use talk to pretend that objects stand for something else in play.</p> <p>Word</p> <p>letter</p> <p>sentence</p> <p>Determiners: The a my your his her an</p>	<p>Full stops</p> <p>finger spaces</p> <p>Introduce prepositions: Up down in into out to onto- link to maths</p>		<p>I can use my new vocabulary when talking to my friends:</p>	<p>Diagrams</p> <p>Adjectives</p>	
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