



Shotton Hall Primary School

Working together to

SHINE

Successful, Happy, Inspired and Nurtured towards Excellence



Progression in Writing: Reception

| Writing: transcription spelling | | |
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| Phonics and spelling rules | | |
| Pre-reception skills | Literacy | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy |
| Reception skills | Literacy | <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. |

| Writing: transcription handwriting | | |
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| Letter formation, placement and positioning | | |
| Pre-reception skills | Literacy | <ul style="list-style-type: none"> • Write some letters accurately |
| | Physical development | <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. <ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. |
| Reception skills | Literacy | <ul style="list-style-type: none"> • Form lower case and capital letters correctly. |
| | Physical development | <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. |
| ELG skills | Literacy | <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. |

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| | Physical development | <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. |
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Writing: composition

Planning, writing & editing

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| Pre-reception skills | Literacy | | <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. <ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately. |
| | Communication & language | | <ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story |
| | Expressive arts & design | | <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. |
| Reception skills | Literacy | | <ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. <ul style="list-style-type: none"> • Re-read what they have written to check it makes sense. |
| | Communication & language | | <ul style="list-style-type: none"> • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. <ul style="list-style-type: none"> • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <ul style="list-style-type: none"> • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |
| | Expressive arts & design | | <ul style="list-style-type: none"> • Develop storylines in their pretend play |
| ELG skills | Literacy | Writing | <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. |
| | Expressive arts & design | Being imaginative | <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and teachers. |

Awareness of audience: purpose and structure

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| Pre-reception skills | Communication & language | <ul style="list-style-type: none"> • Use a wider range of vocabulary. |
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| | | | <ul style="list-style-type: none"> • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." |
| Reception skills | Communication & language | | <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts. |
| ELG skills | Communication & language | Speaking | <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, 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. |

Writing, vocabulary, grammar and punctuation

Sentence construction & tense

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| Pre-reception skills | Communication & language | | <ul style="list-style-type: none"> • Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words |
| Reception skills | Communication & language | | <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. |
| ELG skills | Communication & language | Speaking | <ul style="list-style-type: none"> • 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 the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. |

| Use of phrases & clauses | | | |
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| Pre-reception skills | Communication & language | <ul style="list-style-type: none"> • Use longer sentences of four to six words. | |
| Reception skills | Communication & language | <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. | |
| ELG skills | Communication & language | Speaking | <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher. |

| Poetry & performance | | | |
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| Pre-reception skills | Communication & language | <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story | |
| | Expressive arts & design | <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. <ul style="list-style-type: none"> • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know | |
| Reception skills | Communication & language | <ul style="list-style-type: none"> • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <ul style="list-style-type: none"> • Learn rhymes, poems and songs. | |
| | Expressive arts & design | <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. | |
| ELG skills | Literacy | Comprehension | <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. |
| | Expressive arts & design | Creating with materials | <ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. |
| | | Being imaginative | <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music |

| Non-fiction | | |
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| Reception skills | Communication & language | <ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |

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| ELG skills | Communication & language | Speaking | <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. |
| | Literacy | Comprehension | <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. |