

Saint Margaret Mary's Catholic Infant School

Reception Writing Progression by Term

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	The Three Billy Goats Gruff Goldilocks and the Three Bears Little Red Riding Hood Pumpkin Soup	Star in the Jar	The Extraordinary Gardener	Supertato	The Naughty Bus The Storm Whale	TBC
Writing Outcome	Write own name.  Write the letter for a given sound.  Begin to write some sounds in CVC words.	Write CVC words.  Orally rehearse a sentence.  Write a dictated phrase/sentence.	Write CVC words.  Orally rehearse a sentence.  Write a dictated sentence.  Begin to write own phrase/sentence.	Write CVC words.  Orally rehearse a sentence.  Write a dictated sentence.  Begin to write own phrase/sentence.  To begin to use spaces between words.	Write CVC words.  Orally rehearse a sentence.  Write a dictated sentence.  Begin to write own phrase/sentence.  To begin to use spaces between words.  To begin to use a capital letter.  To begin to use a full stop.	Write CVC words.  Orally rehearse a sentence.  Write a dictated sentence.  To use spaces between words.  To begin to use a capital letter.  To begin to use a full stop.  Simple sentence.
Programme of Study						

Spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters using the phonemes already taught. (s, a, t, p, i, n, m, d, g, o).	Spell words by identifying sounds in them and representing the sounds with a letter or letters using the phonemes already taught. (s, a, t, p, i, n, m, d, g, o, <b>c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</b> ).	Spell words by identifying sounds in them and representing the sounds with a letter or letters using the phonemes already taught. (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, <b>j, v, w, x, y, z, qu, ch, sh, th</b> ).	Spell words by identifying sounds in them and representing the sounds with a letter or letters using the phonemes already taught. (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, qu, ch, sh, th, <b>ng, ai, ee, igh, oa, oo (long) oo (short), ar, or, ur, ow, oi, ear, air</b> ).	Spell words by identifying sounds in them and representing the sounds with a letter or letters using the phonemes already taught. (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss, j, v, w, x, y, z, qu, ch, sh, th, ng, ai, ee, igh, oa, oo (long) oo (short), ar, or, ur, ow, oi, ear, air, <b>ure., er</b> ). Complete Phase 4 learning.	Spell words by identifying sounds in them and representing the sounds with a letter or letters using the 40+ phonemes already taught. (ELG)
Handwriting	<b>Write recognisable letters, most of which are correctly formed (ELG)</b>  Writing to sit on the line.					
Composition	To repeat words and phrases from a familiar story.  To write a dictated CVC word.	To write CVC words by orally segmenting then blending before writing.  Write a dictated phrase/sentence, beginning to hold some of the words in their head.	To write CVC words by orally segmenting then blending before writing.  Write a dictated phrase/sentence, beginning to hold more of the words in their head.  To begin to write own	To write CVC words by orally segmenting then blending before writing.  Write a dictated phrase/sentence, holding more of the words in their head.  To begin to write own	To write CVC words by orally segmenting then blending before writing.  Write a dictated phrase/sentence, holding the words in their head.	<b>Write simple phrases and sentences that can be read by others (without context). (ELG)</b>  Write short sentences with words with known sound-letter

			phrase/sentence in response to a text.	phrase/sentence in response to a text.	To write own phrase/sentence in response to a text.	<p>correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
Vocabulary, grammar and punctuation	<p>Repeat words and phrases from familiar stories.</p> <p>Repeat vocabulary linked to learning.</p> <p>Vocabulary: letter, capital letter, full stop, finger space, phrase, sentence, segment, blend, grapheme.</p>	<p>Begin to use words and phrases from familiar stories.</p> <p>Begin to use vocabulary linked to learning.</p> <p>Vocabulary: letter, capital letter, full stop, finger space, phrase, sentence, segment, blend, grapheme.</p>	<p>Begin to use words and phrases from familiar stories.</p> <p>Begin to use vocabulary linked to learning.</p> <p>Vocabulary: letter, capital letter, full stop, finger space, phrase, sentence, segment, blend, grapheme</p>	<p>Use words and phrases from familiar stories.</p> <p>Use vocabulary linked to learning.</p> <p>Vocabulary: letter, capital letter, full stop, finger space, phrase, sentence, segment, blend, grapheme</p>	<p>Use words and phrases from familiar stories.</p> <p>Use vocabulary linked to learning.</p> <p>Begin to use a capital letter and full stop.</p> <p>Vocabulary: letter, capital letter, full stop, finger space, phrase, sentence, segment, blend, grapheme</p>	<p>Use a capital letter and full stop.</p> <p>Use words and phrases from familiar stories.</p> <p>Use vocabulary linked to learning.</p> <p>Vocabulary: letter, capital letter, full stop, finger space, phrase, sentence, segment, blend, grapheme</p>