

Reception Skills Development Progression - Writing

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Early Learning Goal |
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| | These statements are split, but all should apply on an ongoing basis throughout the year. | | | | | | |
| Listening, Attention and Understanding | To be able to understand how to listen carefully and know why it is important. | To begin to understand how and why questions. | To be able to ask questions to find out more. | To retell a story and follow a story without pictures or props. | To be able to understand a question such as who, what, where, when, why and how. | To be able to have conversations with adults and peers with back-and-forth exchanges. | <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. |
| Speaking | To be able to talk in front of small groups and their teacher offering their own ideas. | To be able to use new vocabulary throughout the day. | To talk in sentences using conjunctions e.g. and, because | To engage in non-fiction books and to use new vocabulary in different contexts. | To use talk to organise, sequence and clarify thinking, ideas, feelings and events. | To be able to talk in sentences using a range of tenses. | <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, 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. |
| Fine Motor Skills | Begin to use tripod grip when using mark making tools. | To accurately draw lines, circles and shapes to draw pictures. | To handle scissors, pencil and glue effectively. | Use a hammer and saw correctly. Able to use cutlery appropriately. | Hold scissors correctly and cut out small shapes. | To form letters correctly using a tripod grip. | <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. |
| Word Reading | Segment and blend sounds together to read words. | Begin to read captions and sentences. | Recognise taught digraphs in words and blend the sounds together. | Read words containing tricky words and digraphs. | Read longer sentences containing phase 4 words and tricky words. | Read books matching their phonics ability. | <ul style="list-style-type: none"> - Say a sound for each letter in 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. |
| Writing | To give meanings to the marks they make. | Forms letters correctly. | Write words representing the sounds with a letter/letters. | Write labels/phrases representing the sounds with a letter/letters. | Write words which are spelt phonetically. | Write simple phrases and sentences using recognisable letter and sounds. | <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; - Write simple phrases and sentences that can be read by others. |