

St Gabriel's Reception Literacy Progression Document



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Assessment Outcome/ End point
Possible themes and interests	Marvellous Me	Autumn Light and Dark	The world around us	Houses and homes	Growing	Where I live	
Celebrations and experiences	Visit from nurse/ dentist Harvest	Diwali Bonfire night Remembrance Day Forest school Christmas/ Nativity Christmas Mass Pantomime	Chinese New Year Mad science visitor Valentine's day Judaism visitor	Local area walk World Book day Pancake day Mother's day Easter bonnet parade Easter Mass	Living eggs Creepy Crawly show Sports day	Imagine that- trip Sunshine wards Father's Day Class assembly	
The Reception year provides the foundation for many skills the children will build upon in Year 1 Year 1 expectations	Baseline- Green End of autumn 1 Purple level RWI	End of autumn 2-Pink level RWI	End of spring 1- Orange level RWI	End of spring 2- Yellow level RWI	End of summer 1- Yellow level RWI	End of summer 2-Blue level RWI	
	<p>Writing composition Pupils can write sentences by:</p> <ul style="list-style-type: none"> - Saying out loud what they are going to write about. - Composing a sentence orally before writing it. - Sequencing sentences to form short narratives. - Re-reading what they have written to check it makes sense. <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers or teacher.</p>	<p>Word Classes</p> <ul style="list-style-type: none"> - Use Expanded Noun Phrases in writing. - Know and use term adjective for describing words. - Correctly use prepositions in writing. - Correctly use determiners in writing. - Use words to describe actions (adverbs) in writing. - Know plural means 'more than one' and that sometimes plural nouns have different endings. - Use the pronouns (I, he, she) to avoid repeating nouns. - Suffixes- no change in the root word spelling is needed. - Prefix 'un'- changes meaning of verbs and adjectives to negative. 	<p>Punctuation</p> <ul style="list-style-type: none"> - Use capital letters to begin a sentence. - Separation of words with spaces. - Use capital letters for names of people. Places, months and days of the week (Proper Nouns) - Capital letters for personal pronoun 'I'. - Show an awareness of full stops when reading and begin to use them to demarcate sentences in writing. - Begin to use question marks and exclamation marks to demarcate sentences. - Know that a contraction is two words joined together with an apostrophe. - Introduced to speech bubbles. 	<p>Sentence Construction</p> <ul style="list-style-type: none"> - How words can combine to make simple sentences. - Joining words and joining clauses using co-ordinating conjunctions (and, but, or, so) - Beginning to use other conjunctions. - Use questions within narrative. - Use of precise language for information. 	<p>Word Reading</p> <ul style="list-style-type: none"> - To apply phonic knowledge to decode words - To speedily read all 40+ letters/groups for 40+ phonemes - To read accurately by blending taught GPC - To read common suffixes (-s, -es, -ing, -ed, etc.) - To read multisyllabic words containing taught GPCs - To read contractions and understanding use of apostrophe - To read aloud phonically de-codable text 	<p>Word Reading</p> <ul style="list-style-type: none"> - To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. - To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. - To reread texts to build up fluency and confidence in word reading. - To check that a text makes sense to them as they read and to self-correct. 	

Communication and Language Progression

Speaking



See links to
Listening and
Attention

<ul style="list-style-type: none"> To begin to use social phrases e.g., 'Good Morning! 	<ul style="list-style-type: none"> To use social phrases – “Good morning, how are you?” 	<ul style="list-style-type: none"> To use a range of social phrases e.g. good morning, how are you? Please could you help me? See you tomorrow etc.
<ul style="list-style-type: none"> To use sentences of 6 words. To speak in short well-formed sentences. 	<ul style="list-style-type: none"> To use longer sentences of 6 words or more e.g. I liked it when he ran away, I am a fireman because I put out fires. To use simple conjunctions in talk to link thoughts 'and' 'because'. 	<ul style="list-style-type: none"> To connect ideas and actions using a range of connectives e.g. and, then, because, first, then, last, next. To articulate their ideas and thoughts in well-formed sentences.
<ul style="list-style-type: none"> To retell a simple event 	<ul style="list-style-type: none"> To retell a simple event in the correct order. 	<ul style="list-style-type: none"> To recount an event in the correct order, adding some detail.
<ul style="list-style-type: none"> To begin to take turns in conversation. 	<ul style="list-style-type: none"> To respond to the ideas of others and take many turns in conversation. 	<ul style="list-style-type: none"> To hold a conversation, engaging confidently in back and forth exchanges with their peers and teachers.
<ul style="list-style-type: none"> To speak in a familiar group expressing their own feelings e.g. I like..., I don't like... To talk about significant events/past events in their own experience 	<ul style="list-style-type: none"> To speak in a familiar group, expressing their own ideas, thoughts and feelings To use talk to explain why things might happen. 	<ul style="list-style-type: none"> To speak confidently in a familiar group, talking about their own wants, ideas, interests and opinions. To use talk to explain why things might happen and how things work.
<ul style="list-style-type: none"> To speak 1:1 with a talk partner or in a small group situation To know to make eye contact with the person who is talking. To wait for their turn to speak in small group or talk partner work. 	<ul style="list-style-type: none"> To confidently talk in small group and whole class situations To share their ideas with a talk partner, listening carefully and taking turns to speak. 	<ul style="list-style-type: none"> To speak in front of larger audiences, e.g. in a class assembly To know when it is their turn to speak in a small group presentation or play performance To express themselves effectively, showing awareness of listeners' needs.

Speaking



Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.



Offer explanations for why things 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.


Listening and Attention





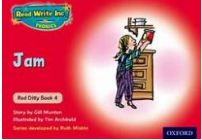
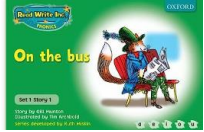



<p>Comprehension</p>  <p>(Retelling/ Vocabulary)</p>	<ul style="list-style-type: none"> To extend vocabulary exploring the meaning of new topic words To use and understand new vocabulary from stories, non-fiction, rhymes, poems in their play and role play. 	<p>→</p>	<p>→</p>	<p>Comprehension</p> <p>Demonstrate understanding when talking with others about what they have read by retelling stories using their own words and recently introduced vocabulary.</p> <p>Use and understand new vocabulary during discussions about stories, non-fiction, rhymes and poems</p>
	<ul style="list-style-type: none"> To recount narratives and stories with their peers. To act out a story, event or rhyme using gestures and vocabulary influenced by books e.g. small world, role play, puppets, story spoons, masks, dressing up items and props. 	<ul style="list-style-type: none"> To use vocabulary and forms of speech that are influenced by experiences with books in their play. <p>→</p>	<p>→</p>	
	<ul style="list-style-type: none"> To complete a repeated refrain in a familiar rhyme, story or poem. To join in with repeated refrains in a familiar story To retell a familiar story in their own words using some repeated refrains. 	<ul style="list-style-type: none"> To retell a familiar story in their own words using some repeated refrains. To retell a familiar story with exact repetition, using key actions and vocabulary. (Story maps) To begin to adapt a well-known story with support. 	<ul style="list-style-type: none"> To retell a familiar story with exact repetition, using key actions and vocabulary. (Story maps) To retell stories in the correct sequence, drawing on language patterns of stories. To innovate a well-known story. 	<p>Being Imaginative</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Creating with Materials</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p>
<p>Understanding</p> 	<ul style="list-style-type: none"> To follow a one-step instruction e.g. put coat on your peg. To answer blank level 1 questions, naming objects. To talk about main events, story settings and characters in a familiar book by answering blank level 2 questions e.g. who, what, where and when. 	<ul style="list-style-type: none"> To follow instructions with 2 parts in familiar situations. To answer blank level 3 questions about a story or text. To listen to stories, anticipating key events (What will happen next? Blank level 3) To begin to answer blank level 4 questions e.g. how and why about a story or event 	<ul style="list-style-type: none"> To follow instructions involving several ideas or actions. To confidently answer blank level 3 and 4 questions about a story or text. To make simple, plausible suggestions about what will happen next in a book they are reading. To demonstrate an understanding when talking to others about what they have read. 	<p>Comprehension</p> <p>Anticipate key events in stories (Predict)</p> <p>Speaking</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and non-fiction books.</p> <p>Self-Regulation</p>

		<ul style="list-style-type: none"> To say how a character is feeling and begin to explain why. 		Give focused attention to what the teacher says, responding appropriately even when engaged in another activity and show an ability to follow instruction involving several ideas or actions
Sequencing 	<ul style="list-style-type: none"> To sequence two events from a story using puppets, pictures or role play, 	<ul style="list-style-type: none"> To describe events using words such as first, then, before and after. To sequence three key events in a familiar story 	<ul style="list-style-type: none"> To recall the main parts of a story in the correct sequence, using own words and include new vocabulary. 	<u>Comprehension</u> Demonstrate understanding when talking with others about what they have read by retelling stories using their own words and recently introduced vocabulary.
Print and books  <p><i>Linked to weekly story vote- books for pleasure</i></p>	<ul style="list-style-type: none"> To hold a book correctly and handle with care To know that text in English reads from top to bottom and from left to right. To know pages are in sequence. To recognise some familiar words in print e.g own name, advertising logos. To express a preference for a book 	<ul style="list-style-type: none"> To name the different parts of a books e.g. title, page, author. To know what nonfiction book means Express a preference for a book , song or rhyme from a limited selection 	<ul style="list-style-type: none"> To know the difference between different types of texts (fiction, nonfiction, poetry) To say whether they liked or disliked a book, and give a simple justification or make a relevant comment. 	





Word Reading and Phonics Progression

Word Reading development 	<ul style="list-style-type: none"> Hear general sound discrimination To begin to orally blend sounds into words To read individual letters 	<ul style="list-style-type: none"> To read individual letters by saying the sounds for them. To orally blend sounds into words. 	<ul style="list-style-type: none"> To read individual letters by saying the sounds for them. To blend sounds into words to read VC and CVC words independently. 	<ul style="list-style-type: none"> To read 6 digraphs that each represent one sound and say sounds for them. To read simple phrases and sentences made up of words with 	<ul style="list-style-type: none"> To read 10 digraphs that each represent one sound and say sounds for them. To read simple sentences made up of words with known letter-sound 	<ul style="list-style-type: none"> To read some set 2 digraphs that each represent one sound and say sounds for them. To read simple sentences made up of words with known letter- 	<u>Word Reading</u> Say a sound for each letter of the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending.
--	---	---	---	---	--	--	---

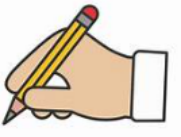
	by saying the sounds for them.			known letter–sound correspondences (Ditties)	correspondences (Red books)	sound correspondences (Green books)	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
				<ul style="list-style-type: none"> To read a few common exception words matched to the school's phonic programme e.g. I, of, the, my, said. 	<ul style="list-style-type: none"> To read a few common exception words matched to the school's phonic programme e.g. I, of, the, my, said. 	<ul style="list-style-type: none"> To read a few common exception words matched to the school's phonic programme e.g. I, of, the, my, said. 	
<p>Matched Reading books</p> 	<p>Wordless books</p> <p>(See whole school reading scheme)</p>	<p>Wordless books</p> 	<p>Sound blending books</p> 	<p>Ditty sheets</p> 	<p>RWi Red books</p> 	<p>RWi Green books</p> 	
<p>Phonic development</p>  <p>(Read Write Inc Phonics)</p>	<p>Phase 1 Phonics</p> <ul style="list-style-type: none"> Hear general sound discrimination, identify rhythm, alliteration and be able to orally segment and blend simple words. <p>RWI Phonics</p> <ul style="list-style-type: none"> To recognise and read first 16 single letter set 1 sounds To begin to blend sounds into 	<ul style="list-style-type: none"> To recognise and read 16 single letter set 1 sounds. (m a s d t i n p g o c k u b f e) To confidently blend sounds into words orally (Learn to blend: Word Time 1.1 to 1.4 words) 	<ul style="list-style-type: none"> To recognise and read 25 Set 1 single letter sounds speedily (16 from previous term + l h r j v y w z x) To blend known letters to read VC and CVC words independently using Phonics Green Word cards: Word Time 1.1 to 1.5 	<ul style="list-style-type: none"> To recognise and read 25 Set 1 single letter sounds speedily and 6 Set 1 digraphs (sh th ch ng nk qu) To read CVC words with set 1 digraphs (Word Time 1.6 Review Word Time 1.1 to 1.5) To read 3-sound nonsense words 	<ul style="list-style-type: none"> To recognise and read 25 Set 1 single letter sounds speedily and 10 Set 1 digraphs (6 from previous term + ll ss ff ck) To read words with 4 and 5 sounds: Word Time 1.7 To read CVC words with set 1 digraphs Review Word Time 1.1 to 1.6 To read 3 and 4 sound nonsense words 	<ul style="list-style-type: none"> To recognise and read 25 Set 1 single letter sounds and 10 special friends/digraphs speedily To recognise and read first 6 Set 2 sounds. (ay, ee, igh, ow, oo, oo) To read words containing set 2 sounds To read longer multisyllabic words containing set 2 sounds 	

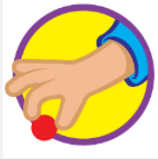
	<p>words orally (Learn to blend: Word Time 1.1 to 1.3)</p> <ul style="list-style-type: none"> To begin to segment words into sounds (Fred fingers) To begin to spell using Fred Fingers (Once children know at least 10 sounds) 					<ul style="list-style-type: none"> To review Set 1 Phonics Green Words (Word Time 1:1-1:7) To read nonsense words containing set 2 sounds To read nonsense words with 4 and 5 sounds. 	
Outcomes	End of autumn 1- Ready for Group B	End of autumn 2- Ready for Group C	End of spring 1-Ready for Ditty	End of spring 2- Ready for Red books	End of summer 1- Ready for Green books	End of summer 2- Ready to consolidate green move to purple books	
	<ul style="list-style-type: none"> Read first 16 single letter sounds speedily 	<ul style="list-style-type: none"> Read 25 single-letter sounds speedily Blend sounds into words orally 	<ul style="list-style-type: none"> Read all Set 1 single letter sounds speedily Read VC and CVC words (Word Time 1.1 to 1.5 words) with Fred Talk 	<ul style="list-style-type: none"> Read all Set 1 Sounds including 6 special friends/digraphs speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk 	<ul style="list-style-type: none"> Read all Set 1 Sounds including 10 special friends/digraphs speedily Read words with Special Friends and 4-sound words with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk 	<ul style="list-style-type: none"> Read all Set 1 Sounds including 10 special friends/digraphs speedily Know some set 2 sounds Read previously taught words with Set 1 sounds speedily (Read Word Time 1.6 and 1.7 words) Read 4 and 5 sound nonsense words with Fred Talk 	

Stages of grip development

Stages of grip development				
	Birth to 2 years	Pre 3 years	Preschool	Reception
				
	<u>Fisted hand and fisted grip</u>	<u>Palmer grasp and four fingered grip</u>	<u>Five fingered grip</u>	<u>Tripod grasp/three fingered</u>
	A young child will hold the pencil or crayon with their whole hand (little finger closest to paper and thumb on top.	As children gain fine motor control they progress to a four fingered grip. A child will use all four fingers to hold an object against their thumb. This gives a child greater control when holding a small object.	Once children develop strong fine motor control, a pincer grip emerges. A child uses their thumb and index finger to hold and manipulate small objects. With apincer grip a child can twist dials, turn pages in a book, opne and close a zip and use pencils and crayons with precision.	In this hand grip a untensil is held between the thumb, index and middle fingers. They start to use finger movements to make shapes and letters.

Writing Progression

Writing Progression							
Handwriting Development 	<ul style="list-style-type: none"> To know that print carries meaning To show a dominant hand To form a vertical line correctly (top to bottom) To form a horizontal line correctly (left to right) 	<ul style="list-style-type: none"> To know to sit on a chair with a straight back and feet on the floor when handwriting To hold a pencil correctly to form recognisable letters To form some letters from their name correctly To form down letters correctly (i, l, t, j, r, n, h, m, b, p, u, y, k.) 	<ul style="list-style-type: none"> To use a tripod grip to hold a pencil. To form around letters correctly (c, o, a, d, g, q, f) To know to write from left to right To know to write from top to bottom 	<ul style="list-style-type: none"> To use a tripod grip to hold a pencil. To form zigzag letters correctly (v, w, z, x) To form curly letters correctly (s, e) 	<ul style="list-style-type: none"> To form most lower case letters correctly, starting and finishing in the right place, going the right way around and correctly orientated. 	<ul style="list-style-type: none"> To use a pencil confidently to write letters that can be clearly recognised. To begin to form some capital letters correctly. To begin to position letters correctly on lines. 	<p><u>Fine Motor</u></p> <p>Hold a pencil effectively for writing- using the tripod grip in almost all cases.</p> <p><u>Writing</u></p> <p>Write recognisable letters most of which are correctly formed.</p>

	<ul style="list-style-type: none"> To form a circles using anticlockwise movements Patterns: <ul style="list-style-type: none"> Over humps Under humps Zigzags Figure 8 							
<p>Fine Motor Development</p> 	<p>Fine Motor skills are the small movements for control and precision. Daily access to a variety of tools, resources and activities within the provision will allow children:</p> <ul style="list-style-type: none"> To develop the wrist pivot To develop hand and finger strength To develop pincer grasp or grip To develop palm arches (hand strength) To develop in-hand manipulation To develop finger isolation To develop knuckle, PIP and DIP joints To develop bilateral co-ordination To develop hand eye coordination 	<p>The development of fine motor skills happens through daily access to a range of resources, tools and activities provided through continuous provision. Repeated and varied opportunities to explore and play with a range of tools and resources allow children to develop proficiency, control and confidence.</p>						
<p>Threading Weaving Fishing games Splatter pictures Dabbing with sponges Smaller Paintbrushes/Decorating brushes- water paint the walls, fence Windup toys Rolling play dough Screwdrivers</p>		<p>Nuts and bolts Screwing and unscrewing bottle lids in water play Spinners Dough Disco Pinching sequins or stars from sticky paper Using tweezers to collect a variety of items Squeezing tennis balls- feeding the monster Elastic bands and geo boards Creating with malleable materials e.g. dough, clay.</p>		<p>Cutting with scissors Hammer and nails Paintbrushes Pencils Jigsaw and puzzles Presses Water bottles Glue and spreaders Range of mark making resources</p>				
<p>Gross Motor development</p>	<p>Weekly P.E lessons and daily access to resources, activities and opportunities with the indoor and outdoor provision allow children to:</p> <ul style="list-style-type: none"> To develop upper body strength. To strengthen muscles in the shoulder girdle and develop shoulder pivot To develop core strength and postural control 							



- To develop stability and balance
- To develop proprioception
- To develop spatial awareness
- To develop the elbow pivot
- To develop hand eye coordination

The development of Gross motor skills happens through daily access to a range of resources, tools and activities provided through continuous provision. Repeated and varied opportunities to explore and play with a range of tools and resources allow children to develop strength, stability control and balance.

Using paintbrushes and rollers on vertical and horizontal surfaces
 Making marks on vertical chalk boards
 Upside down mark making under tables
 Washing walls with soap and brushes
 Painting with mops
 Playing swing ball
 Painting trees with shaving foam
 Big digging in sand and soil
 Balancing on bikes and scooters

Mark making- bikes and scooters in shaving foam
 Climbing
 Pulling and pushing blocks and crates
 Building with construction materials
 Scrubbing brushes and bubbly water to clean things- scooters, bikes, toys.
 Flour shakers
 Pouring activities
 Stirring- making mud pies
 Sweeping actions with brushes including dust pan and brushes- sweeping races.

Lolly sticks and patterns in sand
 Blackboards, drawing circles on large paper again vertically and horizontally.
 Draw circles, figures of eight, stirring, ribbon and scarf twirling
 Dancing
 Throwing and catching balls
 Hoop games
 Obstacle course
 Running and catching games

Composition and Emergent writing development



Adults within the provision need to model a range of mark making and writing opportunities. They should encourage children to:

- To use talk to share thoughts and ideas (Adult to scribe)
- To make marks and draw with increasing control.
- To give meaning to marks they paint, draw or write
- To copy adult writing behaviour e.g. writing on a whiteboard,

- To use some recognisable letters in the correct position when writing independently
- To write the correct letters for initial and final sounds.
- To use recognisable letters correctly to label a picture or drawing

Adults within the provision need to model a range of mark making and writing opportunities. They should encourage children to:

- To begin to say out loud what they are going to write about before attempting to write it.
- To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- To write own name and other

- To orally compose a simple phrase or caption and hold it in memory before attempting to write it.
- To write a simple phrase or caption to describe a picture or drawing using set 1 sounds and finger spaces.

Adults within the provision need to model a range of mark making and writing opportunities. They should encourage children to:

- To orally compose a simple sentence and hold it in memory before attempting to write it.
- To write a simple sentence with known letter-sound correspondences.
- To write a simple sentence which includes finger spaces and a full stop.


- To write simple sentences with known letter-sound correspondences using a capital letter and full stop.
- To include some irregular (tricky words in their writing) e.g. I, the, of, my, no, he, your, said, you.
- To write phonetically plausible multi syllabic words

Writing



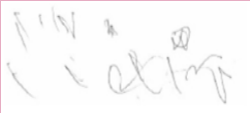

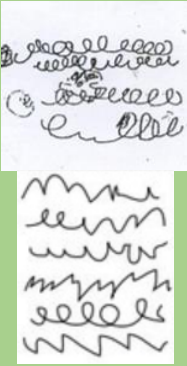
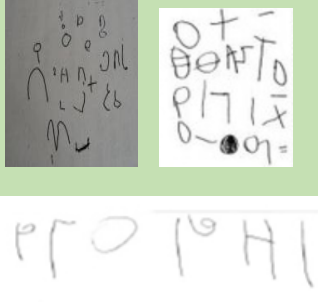
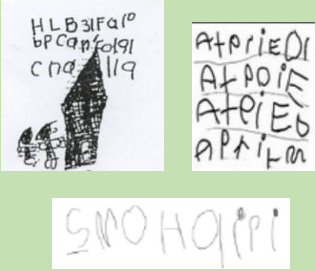
Write recognisable letters, most of which are correctly formed.

 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.

	<p>writing messages, labelling drawings, writing lists.</p> <ul style="list-style-type: none"> To use letter like shapes and own symbols in their independent writing. To begin to write the initial sound in words. To begin to use some recognisable letters to label a picture or drawing 		<p>things such as labels and words in lists</p>	<ul style="list-style-type: none"> To include some irregular (tricky words in their writing) e.g. I, the, of, my. To use recognisable letters correctly in their writing to write labels, words in lists and captions To begin to read back their writing. 	<ul style="list-style-type: none"> To include some irregular (tricky words in their writing) e.g. I, the, of, my, no, he. To use recognisable letters correctly in their writing to write labels, words in lists, captions and simple sentences To re-read what they have written to check it makes sense. 	<ul style="list-style-type: none"> To use recognisable letters correctly in their writing to write labels, words in lists, captions, sentences and retell stories or events To re-read what they have written to check that it makes sense. 	
	<p>Name Writing development</p> <ul style="list-style-type: none"> Write their name tracing over it on a name card To begin to write their first name independently. 		<ul style="list-style-type: none"> To confidently write their first name independently from memory 		<ul style="list-style-type: none"> To write their second name copying it from a name card To begin to write their second name from memory. 		
<p>Spelling development</p> 	<ul style="list-style-type: none"> Orally segment sounds in simple words. 	<ul style="list-style-type: none"> To begin to segment words into sounds To begin to spell words using Fred Fingers 	<ul style="list-style-type: none"> To segment VC and CVC words into sounds To spell VC and CVC words independently using Fred Fingers (Set 1 single sounds) 	<ul style="list-style-type: none"> To spell CVC words using Fred Fingers (Set 1 sounds and 6 special friends digraphs) To spell and write some irregular words in their writing e.g. I, the, of, my, 	<ul style="list-style-type: none"> To spell CVC words using Fred Fingers (Set 1 sounds and 10 special friends digraphs) To spell CVCC, CCVC words using Fred Fingers (Set 1 sounds and 10 special friends digraphs) To spell and write some irregular words in their writing e.g. I, the, of, my, no, he 	<ul style="list-style-type: none"> To spell words using Fred Fingers (Set 1 and 2 sounds) To make plausible attempts when writing more complex words. To spell and write some irregular words in their writing e.g. I, the, of, my, no, he, your, said, you 	<p>Writing</p> <p>Spell words by identifying the sounds in them and representing the sounds with a letter or letters.</p>

Examples of writing progression in Early Years

Birth to Three		Pre Phonemic Stage- Three and four year olds			
<p>Making marks (Random scribbling)</p>  <ul style="list-style-type: none"> Making marks with no meaning. Scribbles are usually a result of large movements from the shoulder. Random marks over lapping layers. 	<p>Scribbling</p>   <ul style="list-style-type: none"> Marks begin to become less haphazard on the page. Marks become more controlled e.g. dabbing or lines that go across/ up, down/ round and round. 	<p>Shapes</p>  <ul style="list-style-type: none"> Begins to give meanings to their marks, but is not consistent The meaning they ascribe for marks changes person to person/ minute to minute Separate symbols. Attempts closed shapes. Marks mainly consist of circles/ lines. 	<p>Mock handwriting (Scribble writing)</p>  <ul style="list-style-type: none"> Marks appear to be more focused and purposeful. Gives one to two-word descriptions Wavy scribbles that imitate handwriting and have a left to right progression; child pretends to write words. 	<p>Letter like forms</p>  <ul style="list-style-type: none"> Letters and marks that resemble letter like shapes. Writes 'mock letters' or symbols). May try to imitate some letters from their name. 	<p>Letter strings</p>  <ul style="list-style-type: none"> Uses symbols and letters to give meaning to marks they make. Copies some letters from their name/may write all of name Marks/ drawings begin to look like what they are drawing Strings of letters that do not create words, written left to right String of letters that move left to right and move down the page. Might include uppercase and lowercase letters
<p>Physical Development Links</p> <ul style="list-style-type: none"> The child is beginning to develop manipulation and control. The child explores different materials and tools. 		<p>Physical Development Links</p> <ul style="list-style-type: none"> Uses one handed tools and equipment. Uses a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. 			
<p>Expressive Arts and Design Links</p> <ul style="list-style-type: none"> The child starts to intentionally make marks. Explores paint, using fingers, their body as well as brushes and other tools 		<p>Expressive Arts and Design Links</p> <ul style="list-style-type: none"> Creates closed shapes with continuous lines, and begin to use these shapes to represent objects. Draws with increasing complexity and detail, such as representing a face with a circle and including detail. Uses drawing to represent ideas like movement or loud noises. 			

- Explores ideas and feelings through making marks, sometimes gives a meaning to the marks they make.

- Shows different emotions in their drawings and paintings.

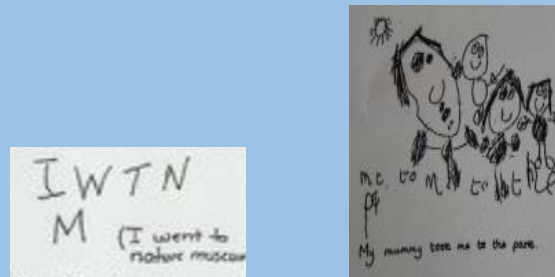
Reception examples of writing progression

Stage 1: Early Phonemic stage (Transitional Writing) Environmental Print



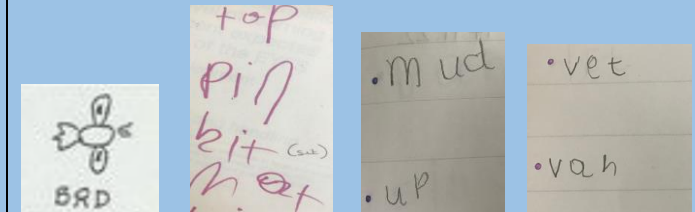
- Letters begin to resemble words: letters/ words. Usually copied from environmental print.
- Letters often reversed.

Stage 2: Letter name stage



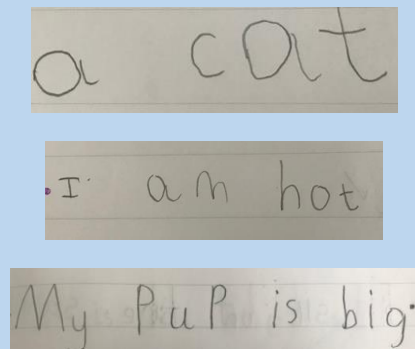
- Uses identifiable letters that match initial sounds/ ending sounds in words.
- Gives consistent meaning to their marks.
- Beginning and ending letters are used to represent words.

Stage 3



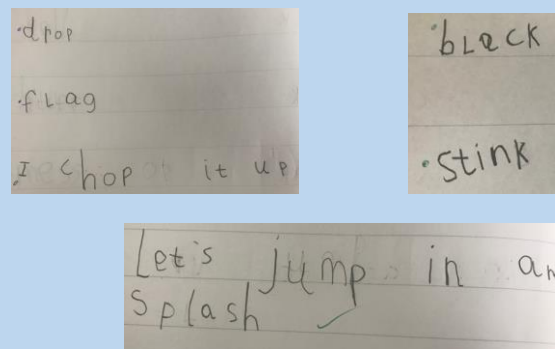
- Writes CVC words independently.
- Can write their full name correctly.

Stage 4



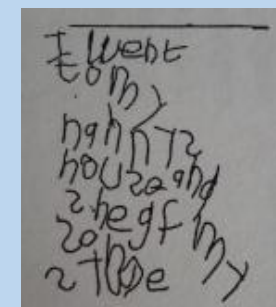
- Writes simple captions/ sentences with phonetic spelling and finger spaces.
- Captions/sentences contain key words.

Stage 5A



- Children write words with set 1 digraphs or four sounds independently.
- They use these words to write simple sentences.

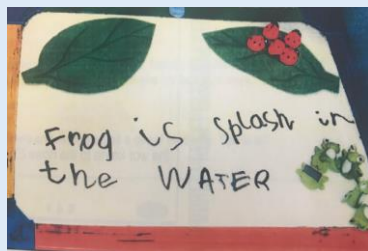
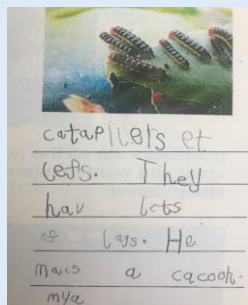
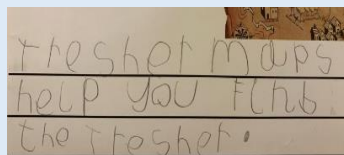
Stage 5B



- When independent writing, the child uses some clearly identifiable letters to communicate meaning.
- Children write some letters in the correct order and spell some words correctly but may forget finger spaces.

Stage 6

Early Learning Goal



- 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 or sentences that can be read by others.

- Children can write short sentences independently with known letter-sound correspondences that contain accurately spelt key words and finger spaces.
- Words are phonetically plausible.
- Writing and be read by themselves and others.
- Forms most lower case letters correctly.
- The child is beginning to use a capital letter and full stop.

Physical Development Links

- Develop fine motor skills so that they can use a range of tools competently, safely and confidently
- Develop the foundations of a handwriting style which is fast, accurate and efficient

Early Learning Goal

- 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

Expressive Arts and Design Links

- Explore, use and refine a variety of artistic effects to express ideas and feelings

Early Learning Goal

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

