



## Reception writing termly progression: Disciplinary knowledge

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Genre knowledge</b>	<p>Able to write for a specific purpose:</p> <ul style="list-style-type: none"> <li>- signs</li> <li>- labels</li> </ul> <p>Able to contribute to a shared write for:</p> <ul style="list-style-type: none"> <li>- books</li> <li>- notes</li> <li>- cards</li> </ul>	<p>Able to write for a specific purpose:</p> <ul style="list-style-type: none"> <li>- Labels</li> <li>- Captions</li> </ul> <p>Able to contribute to a shared write for:</p> <ul style="list-style-type: none"> <li>- Letter to Santa</li> <li>- Cards</li> </ul>	<p>Able to write for a specific purpose:</p> <ul style="list-style-type: none"> <li>- Labels</li> <li>- Captions</li> <li>- Signs</li> <li>- maps</li> <li>- letters</li> </ul>	<p>Able to write for a specific purpose:</p> <ul style="list-style-type: none"> <li>- Letter</li> <li>- Speech bubbles</li> <li>- Instructions</li> <li>- Story sequencing/ retelling</li> <li>- maps</li> </ul>	<p>Able to write for a specific purpose:</p> <ul style="list-style-type: none"> <li>- cards</li> <li>- instructions</li> <li>- posters</li> <li>- speech bubbles</li> <li>- letters</li> </ul>	<p>Able to write for a specific purpose:</p> <ul style="list-style-type: none"> <li>- Placards</li> <li>- Posters</li> <li>- Top trumps</li> <li>- Poems</li> <li>- Fact File</li> </ul>
<b>General writing knowledge</b>	<p>Able to write name: copying most letters</p>	<p>Able to write name: uses a sound mat to find the sounds in name, but will be able to write from memory by end of the term.</p> <p>Able to use and refer to a sound mat.</p>	<p>Able to write name: writes name from memory.</p> <p>Able to find the right page in a book.</p> <p>Able to use and refer to a sound mat.</p> <p>Able to start writing in the correct place.</p>	<p>Able to write name: writes name from memory.</p> <p>Able to find the right page in a book.</p> <p>Able to start writing in the correct place.</p>	<p>Able to write name: writes name from memory.</p>	<p>Able to write name: writes name from memory.</p>
<b>Spoken language knowledge</b> (explicitly teach these parts, model)	<p>Talks about a particular topic.</p> <p>Able to verbalise facts.</p> <p>Able to verbalise and talk about an event.</p> <p>Able to correct own speech.</p>					
<b>Sentence knowledge</b>		<p>Uses their developing phonic knowledge to write labels. I.e. cat</p> <p>Able to write simple CVC words</p>	<p>Uses their developing phonic knowledge to write captions. (noun) i.e. a cat</p> <p>Uses their developing phonic knowledge to write labels. I.e chick</p>	<p>Uses their developing phonic knowledge to write longer captions. (noun) i.e. pat a dog (verb – noun) i.e. the dog ran (noun – verb)</p>	<p>Uses their phonic knowledge to write simple sentences which can be read by themselves and others.</p> <p>Uses a full stop at the end of a sentence.</p>	<p>Uses their phonic knowledge to write three simple sentences which can be read by themselves and others.</p> <p>Uses a capital for the start of a sentence.</p>

			Begins to use finger spaces between words.	Uses finger spaces between words.	Uses finger spaces between words.	Uses a full stop at the end of a sentence.  Uses finger spaces between words.
<b>Spelling</b>	<p>Gives meaning to the marks they make as they write.</p> <p>Can hear and say the initial sounds in words.</p> <p>Able to write initial sounds of words.</p> <p>Begins to link sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Links sounds to letters.</p> <p>Able to hear and say the initial sound in words and some subsequent sounds.</p> <p>Continues to link sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Able to spell some common irregular words.</p> <p>Uses phonic knowledge to write words which match their spoken sounds.</p> <p>Is secure in linking sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Able to spell some common irregular words.</p> <p>Applies taught digraphs in writing.</p> <p>Writes phonetically plausible words.</p>	<p>Able to spell some common irregular words.</p> <p>Applies taught digraphs and trigraphs in writing.</p> <p>Writes words with adjacent consonants, i.e. lost.</p> <p>Writes phonetically plausible words.</p>	<p>Able to spell some common irregular words.</p> <p>Applies taught digraphs and trigraphs in writing.</p> <p>Writes longer words, i.e. rabbit.</p> <p>Writes phonetically plausible words.</p>
<b>Handwriting</b>	<p>Writes clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence.</p>	<p>Writes a developing number of clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence.</p> <p>Forms most letters correctly.</p>	<p>Able to write on a line. (handwriting book)</p> <p>Forms most letters correctly.</p>	<p>Able to write on a line. (handwriting book)</p> <p>Forms all letters correctly.</p>	<p>Able to write on a line. (handwriting book)</p> <p>Forms all letters correctly consistently.</p> <p>Begins to use capital letters for the start of sentences.</p>	<p>Able to write on a line. (handwriting book)</p> <p>Forms all letters correctly, starting to think about the size of the letters.</p> <p>Uses capital letters for the start of sentences.</p>