



Reception writing termly progression: Knowledge

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Genre knowledge		Letters: -Know that a letter can start with 'To.....' and end with 'From...' -Know that a letter is sent to another person.		Narrative: -Know how to join in with key events and phrases in a retelling of a story. -Know how to represent a story with images and labels. -Know that a character is a person or animal in the story. -Know how to sequence pictures/ events so they are in order.		Non-Chronological: -Know how to describe and talk about a particular object. -Know that some books give information -they tell you about things. Poetry: -Know how to continue a rhyming string. -Know that a rhyme is a word that sounds similar. -Know and understand humour, i.e. nonsense rhymes, jokes. -Know that some words start with the same sound.
General writing knowledge	Knows some of the letters that are in their name.	Knows that it is important to write their name on their work. Knows which letters are in their name and uses a sound mat to find the right ones. Knows that a sound mat can be used to support the correct formation of letters.	Knows that it is important to write their name on their work. Knows which letters are in their name. Knows that there is an order in which you write in a book. Knows to find the correct page. Knows that you write from left to right. Knows that a sound mat can be used to support the correct formation of letters	Knows that it is important to write their name on their work. Knows which letters are in their name. Knows that there is an order in which you write in a book. Knows to find the correct page. Knows that you write from left to right. Knows that you write on the line.	Knows that it is important to write their name on their work. Knows which letters are in their name. Knows that there is an order in which you write in a book. Knows to find the correct page. Knows that you write from left to right. Knows that you write on the line.	Knows that it is important to write their name on their work. Knows which letters are in their name. Knows that there is an order in which you write in a book. Knows to find the correct page. Knows that you write from left to right. Knows that you write on the line.

					Knows that you start writing by the margin.	Knows that you start writing by the margin.
Spoken language knowledge (explicitly teach these parts, model)	<p>Knows enough about a topic so they are able to talk about it.</p> <p>Knows when they have made a mistake with their speech.</p>					
Sentence knowledge		<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>Knows that finger spaces are needed to separate words.</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>Knows that finger spaces are needed to separate words.</p>	<p>Knows that their writing needs to be legible so it can be read by others.</p> <p>Knows that a full stop is needed at the end of a sentence.</p> <p>Knows that finger spaces are needed to separate words.</p>	<p>Knows that their writing needs to be legible so it can be read by others.</p> <p>Knows that a capital letter is needed for the start of the sentence.</p> <p>Knows that a full stop is needed at the end of a sentence.</p> <p>Knows that finger spaces are needed to separate words.</p>
Spelling	<p>Knows that the marks they make need to give meaning.</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 phonetically plausible words.</p> <p>Knows that you can use the chunking method to write longer words.</p>

Handwriting	Knows that formations represent different letters.	Knows that formations represent different letters.	Knows that formations represent different letters.	Knows that formations represent different letters.	Knows that formations represent different letters.	Knows that formations represent different letters.
	Knows how to form:	Knows how to form:	Knows how to form: Knows that letters start on a line.	Knows how to form: Knows that letters start on a line.	Knows how to form: Knows that letters start on a line. Knows which capital letters represent lower case letters. Knows that capital letters are used at the beginning of sentences.	Knows how to form: Knows that letters start on a line. Knows which capital letters represent lower case letters. Knows that capital letters are used at the beginning of sentences. Knows that t, l, k, h, f, and, b should all be formed taller than c, a, e, m, n, v, x, z, s, o, l, u and r.