



## Reception termly writing progression: Assessment

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>General writing knowledge</b>	Able to write name: copying most letters	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.  Able to use and refer to a sound mat.	Able to write name: writes name from memory.  Able to find the right page in a book.  Able to use and refer to a sound mat.  Able to start writing in the correct place.	Able to write name: writes name from memory.  Able to find the right page in a book.  Able to start writing in the correct place.	Able to write name: writes name from memory.	Able to write name: writes name from memory.
<b>Sentence knowledge</b>		Uses developing phonic knowledge to write labels. I.e. cat  Able to write simple CVC words.	Uses developing phonic knowledge to write captions. (noun) i.e. a cat  Uses their developing phonic knowledge to write labels. I.e chick  Begins to use finger spaces between words.	Uses developing phonic knowledge to write longer captions. (noun) i.e. pat a dog (verb – noun) i.e. the dog ran (noun – verb)  Uses finger spaces between words.	Uses phonic knowledge to write simple sentences which can be read by themselves and others.  Uses a full stop at the end of a sentence.  Uses finger spaces between words.	Uses phonic knowledge to write three simple sentences which can be read by themselves and others.  Uses a capital for the start of a sentence.  Uses a full stop at the end of a sentence.  Uses finger spaces between words.
<b>Spelling</b>	Gives meaning to the marks they make as they write.  Can hear and say the initial sounds in words.  Able to write initial sounds of words.  Begins to link sounds to letters, naming and sounding the letters of the alphabet.	Links sounds to letters.  Able to hear and say the initial sound in words and some subsequent sounds.  Continues to link sounds to letters, naming and sounding the letters of the alphabet.	Spells some common irregular words.  Uses phonic knowledge to write words which match their spoken sounds.  Is secure in linking sounds to letters, naming and sounding the letters of the alphabet.	Spells some common irregular words.  Applies taught digraphs in writing.  Writes phonetically plausible words.	Spells some common irregular words.  Applies taught digraphs and trigraphs in writing.  Writes words with adjacent consonants, i.e. lost.  Writes phonetically plausible words.	Spells some common irregular words.  Applies taught digraphs and trigraphs in writing.  Writes longer words, i.e rabbit.  Writes phonetically plausible words.
<b>Handwriting</b>	Writes clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence.	Writes a developing number of clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence.  Forms most letters correctly.	Able to write on a line. (handwriting book)  Forms most letters correctly.	Able to write on a line. (handwriting book)  Forms all letters correctly.	Able to write on a line. (handwriting book)  Forms all letters correctly consistently.  Begins to use capital letters for the start of sentences.	Able to write on a line. (handwriting book)  Forms all letters correctly, starting to think about the size of the letters.  Uses capital letters for the start of sentences.