



Progression from Reception

By the end of Reception, most children should be able to:

- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Children who exceeded the Early Learning goal will be able to:

- Children can spell phonetically regular words of more than one syllable, as well as many irregular high frequency words. They use key features of narrative in their own writing.

Week Number	Text Type and Composition Focus including links to National Curriculum	Grammar and Punctuation Focus including links to National Curriculum	Writing Purpose	Suggested Texts	'Hot Write' Task		
Autumn 1							
	Year R	Year 1	Year R	Year 1	Recount		
1 (2 days) & 2	<p>Recount</p> <ul style="list-style-type: none"> -Informally recount incidents and events in own life to others. -Listen to others recounting incidents. -Draw/ label pictures illustrating an event. -Use experience of simple recounts as a basis for shared composition with adults. 	<p>Recount</p> <ul style="list-style-type: none"> - Simple sentences based on own experiences -Basic sequencing of ideas. -Using simple past tense verbs -Consistent use of first person - Oral rehearsal using temporal conjunctions 	<p>Through adult modelling during shared writing:</p> <ul style="list-style-type: none"> -Begin to break flow of speech into words -Write simple sentences about known events (teacher to scribe) 	<ul style="list-style-type: none"> -Oral composition of sentences and attempting to write each word in sentence - Write captions and sentences with word spaces and phonetically plausible spelling. -Begin to use capital letters at beginning of sentences and full stops to demarcate end of sentence. -Oral composition of sentences with co-ordinating conjunction, 'and' and beginning to use this in written sentences. -Re-read to check what they have written makes sense. 	To retell events either to inform or entertain	<p>Kipper's Diary</p> <p>Personal recount of experiences</p>	<p>Personal recount of experience(s) during school holiday.</p> <p>Composing and writing sequenced sentences about an event.</p>



	Year R	Year 1	Year R	Year 1	Re-tell a narrative using patterns from listening and reading.		
3&4	<p>Narrative re-tell</p> <ul style="list-style-type: none"> -Re-enact stories using puppets and props -Re-tell narratives using patterns from text - Experiment with story language by using familiar words and phrases from story in re-telling and in other contexts <p>Shared write sentences that show features found in original text.</p>	<p>Narrative re-tell</p> <ul style="list-style-type: none"> -Oral rehearsal of sentences -Talk to identify story structure -Sequencing main events and developing story language -Retelling of familiar narrative using story patterns -Stories with a simple structure -Familiar settings and characters -Simple sentences and description 	<p>Teacher to model:</p> <ul style="list-style-type: none"> - Break the flow of words into sentences -Identifying sounds in words -Segmenting to spell -Linking sounds to letters (phoneme-grapheme correspondence) - Transcribe simple sentences that convey the meaning of the text. 	<ul style="list-style-type: none"> -Oral composition of sentences and attempting to write each word in sentence - Write captions and sentences with word spaces and phonetically plausible spelling. -Begin to use capital letters at beginning of sentences and full stops to demarcate sentence. -Oral composition of sentences with co-ordinating conjunction, 'and' and beginning to use this in written sentences. -Re-read to check what they have written makes sense 	To entertain the reader by telling a story or relating events.	A Mouse Called Julian by Joe Todd-Stanton Story with familiar setting	Accurate re-tell of story events through sequenced narrative sentences.
	Year R	Year 1	Year R	Year 1	A letter		
5&6	<p>A letter</p> <ul style="list-style-type: none"> - Role play to explore character feelings and thoughts - Develop understanding of purpose of letter to convey a message -Oral rehearsal of sentences 		<p>Teacher to model:</p> <ul style="list-style-type: none"> - Break the flow of words into sentences -Identifying sounds in words 	<ul style="list-style-type: none"> -Oral composition of sentences and attempting to write each word in sentence - Write sentences with word spaces and phonetically plausible spelling. 	To convey a message to reader	Examples of letters A Mouse Called Julian	A coherent thank you letter from story character



	-Discussion of register of letter (informal in this instance) - Understand conventions of letter writing, eg saying who it is to and from		-Segmenting to spell -Linking sounds to letters (phoneme-grapheme correspondence) - Transcribe simple sentences that convey the meaning of the text. NB, children can begin to write initial and other sounds in words, if able.	-Begin to use capital letters at beginning of sentences and full stops to demarcate sentence. -Oral composition of sentences with co-ordinating conjunction, 'and' and beginning to use this in written sentences. -Re-read to check what they have written			
Week Number	Text Type and Composition Focus including links to National Curriculum		Grammar and Punctuation Focus including links to National Curriculum	Writing Purpose	Suggested Texts	'Hot Write' Task	
Autumn 2							
	Year R	Year 1	Year R	Year 1	A clear set of instructions		
1&2	Instructions -Following verbal instructions-beginning with 1 step instructions then moving onto a series of 2 to 3 steps instructions. -Orally giving instructions in simple sentences (any tense) Sequencing of 2/3 step instructions- pictures	Instructions -Following verbal instructions -Orally giving instructions in simple sentences (any tense) -Sequencing of instructions -Writing 1 or 2 sequential commands based on practical tasks and using photographs to support.	- Oral composition of sentences. -Use imperative verbs in both talk and writing. Teacher to model; -Sequencing steps in procedure	-Oral composition of sentences with co-ordinating conjunction, 'and' and beginning to use this in written sentences. -Write captions and sentences with word spaces and phonetically plausible spelling. -Separate words using spaces -Use capital letters at beginning of sentences and full stops to demarcate end of sentence.	To clearly and coherently set out the steps to be followed in order to make something	Grendel- A cautionary tale about chocolate by David Lucas	YR- to give oral instructions to melt chocolate. Y1- to write 2 or 3 sequential commands.



	<p>showing each step in activity</p> <p>-Attempt to label sequenced pictures of activity with simple instructions, eg 'put in pan.'</p>		<p>- Modelling writing instructions for each step.</p>	<p>-Verb tense- past tense consistent throughout.</p> <p>-Use of imperative verbs in writing, eg 'put' and 'get.'</p>			
	YR	Y1	YR	Y1	Narrative- tell a story about a central character		
3&4	<p>Narrative</p> <p>-Re-enact stories using props</p> <p>-Re-tell narratives using patterns from text</p> <p>- Tell story about central character</p> <p>- Experiment with story language by using familiar words and phrases from story in re-telling and in other contexts</p> <p>-Shared write sentences that show features found in original text.</p>	<p>Narrative</p> <p>- Oral rehearsal of sentences</p> <p>-Talk to identify story structure- setting; characters; events.</p> <p>-Sequencing main events and developing story language</p> <p>-Retelling of familiar stories</p> <p>-Stories with a simple structure</p> <p>-Familiar settings and characters</p> <p>-Simple sentences and description</p> <p>-Using temporal conjunctions in composition</p>	<p>-Begin to break the flow of speech into words</p> <p>- Teacher to scribe narrative sentences modelling composition.</p>	<p>-Separate words using spaces.</p> <p>-Use <i>and</i> to join words and clauses</p> <p>-Use capital letters and full stops</p> <p>-Begin to use capital letters for people, places and days of the week.</p> <p>-Use the personal pronoun I</p>	To entertain by relating story events	Grendel- A cautionary tale about chocolate by David Lucas	Narrative sequenced sentences about story character and events that happen.
	YR	Y1	YR	Y1	A recount		Hot Task



5&6	<p>Recount</p> <ul style="list-style-type: none"> -Informally recount what happened -Listen to others giving recount of events -Label story pictures to describe what has happened -Use experience of simple recounts as a basis for shared composition with adults. 	<p>Recount</p> <ul style="list-style-type: none"> - Using simple past tense verbs - Oral rehearsal using temporal conjunctions, eg next, then, after. -Sentences based on own experiences and those of others. - Basic sequencing of ideas. 	<ul style="list-style-type: none"> - Teacher to scribe writing sentences in meaningful contexts 	<ul style="list-style-type: none"> -Use <i>and</i> to join words and clauses -Use capital letters and full stops -Use capital letters for people, places and days of the week -Use the personal pronoun I - Add detail to writing using simple descriptive language, eg 'scary dog.' 	<p>Re-tell events from character point of view to inform and entertain reader</p>	<p>Stickman by Julia Donaldson</p>	<p>A diary entry based on class text- write sentences to match pictures</p>
Week Number	Text Type and Composition Focus including links to National Curriculum	Grammar and Punctuation Focus including links to National Curriculum	Writing Purpose	Suggested Texts	'Hot Write' Task		
Spring 1							
	YR	Y1	YR	Y1	Discussion		
1&2	<p>Discussion</p> <ul style="list-style-type: none"> - Experience and recognise that others sometimes think, feel and react differently from themselves 	<p>Discussion</p> <ul style="list-style-type: none"> -In discussion, offer opinions and listen to the opinions of others -Developing an understanding that 	<ul style="list-style-type: none"> -Use personal pronoun I in discussions and in writing. -Communicate opinions through simple spoken and 	<ul style="list-style-type: none"> - In discussion, use conjunctions such as 'and', 'but' and 'because' to begin exploring thinking further. -Spaces between words. 	<p>To offer viewpoint and give evidence to support this.</p>	<p>Whatever Next! By Jill Murphy</p> <p>Model discussion text</p>	<p>A discussion text on what they would take to the moon for a picnic and why this is a good choice</p>



	- Give oral explanations, eg what they would like to eat and why.	something different is not wrong -Developing resilience to the viewpoints of others	written sentences, eg 'I like....' -In discussion, use conjunctions such as 'and', 'but' and 'because' to begin exploring thinking further.	-Use capital letters and full stops to demarcate sentences. -Use capital letter for the personal pronoun 'I'.			
	YR	Y1	YR	Y1	A simple narrative based on class text, innovating on patterns of original story		
3&4	Narrative - Re-enacting story, using props. - Imagining and re-creating roles -Re-tell narrative using story patterns and story language - Tell story about a central character - Sequencing story pictures	Narrative -Using story language -Choosing settings and characters -Developing story structure -Alternative sections of familiar stories (e.g. endings) -Simple innovations of familiar stories -Using description to engage reader	- Begin to break the flow of speech into words -Label story pictures with words and captions.	-Begin to sequence sentences to form short narratives -Separate words using spaces -Use capital letters at beginning of sentences and for proper nouns and pronoun I. -Use full stops at end of sentences. -Begin to use question marks to punctuate questions in writing.	To entertain the reader by telling a story	Whatever Next! By Jill Murphy Fantasy story	Narrative based on text- alternative setting.
	YR	Y1	YR	Y1	A recount		
5&6	Recount -Informally recount what they did/ heard.	Recount - Oral rehearsal using temporal conjunctions, eg first, next, then.	Through adult modelling during shared writing:	- Join words and clauses using 'and.' -Use word spaces	To inform reader about an activity.	Peace at Last	A recount of an activity- a sound walk through school or in local



	<ul style="list-style-type: none"> -Listen to others giving recount of activity -Label photos of what we did/ heard with words and captions -Use experience of simple recounts as a basis for shared composition with adults. 	<ul style="list-style-type: none"> - Simple sentences based on own experiences -Using simple past tense verbs -Maintaining consistency in tense - Consistent use of first person. 	<ul style="list-style-type: none"> -Breaking flow of speech into words -Write simple sentences about activity (supported by use of photographs) 	<ul style="list-style-type: none"> - Use capital letters and full stops to demarcate sentences - Use capital letter for personal pronoun 'I' - Use/ experiment with sentences using exclamation marks. 	To record what they did		area. Incorporate at least 3 events in order.
Week Number	Text Type and Composition Focus including links to National Curriculum		Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task
Spring 2							
	YR	Y1	YR	Y1	A simple non-chronological report		



<p>1&2</p>	<p>Non-chronological report - Oral descriptions of subject (castles) from visits and from other sources (information books, photos, videos). -Understand that non-fiction books provide factual information. -Write labels, captions and sentences for pictures/ photos/ drawings in a variety of play and role play situations.</p>	<p>-Oral rehearsal of descriptive, factual sentences -Simple written sentences describing a subject - Basic sequencing of ideas -Using the present tense - Sequence sentences to form short report</p>	<p>-Break the flow of speech into words - Compose and attempt to write captions and simple sentences to describe</p>	<p>-Use <i>and</i> to join words and clauses -Use capital letters and full stops -Begin to use question marks -Begin to use exclamation marks -Use capital letters for people, places and days of the week</p>	<p>To describe the way things are To create a precise and factual text for reader</p>	<p>Information texts about castles</p>	<p>An informative fact file, based on topic- castles. Developing description to prompts/ questions.</p>
<p></p>	<p>YR</p>	<p>Y1</p>	<p>YR</p>	<p>Y1</p>	<p>Persuasion</p>	<p></p>	<p></p>
<p>3&4</p>	<p>Persuasion - Rehearsing oral sentences to persuade. - Discuss how we respond to certain words and pictures, eg pictures of foods that want to make us eat. - Listen to an adult trying to persuade another to do something, eg buy a certain food. Recognise what is happening. - Use simple imperative verbs in speech to persuade</p>	<p>Persuasion -Oral rehearsal presenting a point of view -Discussing examples of persuasion seen in texts shared - Structure own writing using some features of persuasive writing, eg strong positive word choices. - Use simple imperative verbs to persuade - Use of questions to entice, eg “Do you want to eat a delicious feast with me?”</p>	<p>- Communicate ideas through simple sentences and attempt to write in meaningful contexts.</p>	<p>-Use <i>and</i> to join words and clauses -Use capital letters and full stops -Begin to use question marks -Begin to use exclamation marks - Use imperative verbs in talk and in writing -Use capital letters for people, places and days of the week -Use the personal pronoun I</p>	<p>To present an argument from a certain viewpoint</p>	<p>George and The Dragon by Chris Wormell</p>	<p>A persuasive invitation- to come to a royal banquet</p>
<p></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>	<p></p>



	YR	Y1	YR	Y1	A simple narrative based on class text		
5&6	<p>Extending a narrative</p> <ul style="list-style-type: none"> - Re-enacting story, using props. - Imagining and re-creating roles -Re-tell narrative using story patterns and story language - Developing story structure -Simple innovations of familiar stories -Using description to engage reader 	<p>Extending a narrative</p> <ul style="list-style-type: none"> -Retelling of familiar, more detailed stories -Using temporal conjunctions -Using story language -Choosing settings and characters -Developing story structure -Simple innovations of familiar stories -Using description to engage reader -Using past tense and third person consistently 	<ul style="list-style-type: none"> - Communicate ideas through simple sentences and attempt to write in meaningful contexts. -Composing, rehearsing and writing sequenced sentences based on text. - Write short sentences with words with known sound-letter correspondences - Use word spaces 	<ul style="list-style-type: none"> -Join words and clauses using 'and' and 'then' -Spaces between words -Increasingly accurate use of capital letters and full stops to demarcate sentences. -Use of capital letters for names (characters) and days of week. -Use of questions and exclamations. 	To entertain the reader by telling a story	On the Way Home Adventure story	Extension of original narrative-adding a new dilemma for main character.



Week Number	Text Type and Composition Focus including links to National Curriculum		Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task
Summer 1							
	YR	Y1	YR	Y1	Instructions		
1&2	<p>Instructions</p> <ul style="list-style-type: none"> - Listen to and follow a series of 2 then 3 instructions. - Give oral instructions for activity previously carried out. - Shared read and follow simple instructions on labels with additional pictures or symbols. - Attempt to write instructions for a purpose. 	<p>Instructions</p> <ul style="list-style-type: none"> - Writing own sequential instructions based on practical tasks - Using the correct tense - Adding adjectives and adverbs to give essential information - Including features of instructional writing, such as a list of equipment 	<ul style="list-style-type: none"> - Write captions and short sentences following practical task. - Use imperative verbs in speech and begin to use in writing. 	<ul style="list-style-type: none"> - Use <i>and</i> to join words and clauses - Use capital letters and full stops - Begin to use question marks - Begin to use exclamation marks - Begin to use adjectives and adverbs. - Using and writing imperative verbs. 	To set out the steps to be followed in order to do something	Instruction texts, eg directions on a seed packet (supported with photos/pictures showing procedural steps).	A clear set of instructions to carry out an activity-planting seeds.
	YR	Y1	YR	Y1	Narrative		
3&4	<p>Narrative</p> <ul style="list-style-type: none"> - Re-enactment of story-children taking on character roles 	<p>Narrative</p> <ul style="list-style-type: none"> - Structure own writing using some features of given form (beginning, middle and end) 	<ul style="list-style-type: none"> - Composing, rehearsing and writing sequenced sentences based on text. 	<ul style="list-style-type: none"> - Join words and clauses using 'and' and 'then' - Spaces between words 	To entertain	Jack and the Beanstalk- Traditional tale	Narrative- write a story, with beginning, middle and end and using patterns and story



	<ul style="list-style-type: none"> -Oral rehearsal of sequenced sentences -Use of story language-repeated refrains -Writing simple sentences in meaningful contexts -Write sentences that they can re-read. 	<ul style="list-style-type: none"> -Use patterned narrative structures, eg 'lived happily ever after' -Consistent use of past tense 	<ul style="list-style-type: none"> - Write short sentences with words with known sound-letter correspondences - Use word spaces - Begin to use capital letters and full stops 	<ul style="list-style-type: none"> -Increasingly accurate use of capital letters and full stops to demarcate sentences. -Use of capital letters for names (characters) and days of week. -Use of questions and exclamations. 			language of original
	YR	Y1	YR	Y1	Explanation		
5&6	<p>Explanation</p> <ul style="list-style-type: none"> -Talk about why things happen, asking simple questions and speculating. -Listen to others explain a process -Give oral explanations of first-hand experience -Use labels and captions on simple diagrams 	<p>Explanation</p> <ul style="list-style-type: none"> -Using pictures/ photos to explain processes orally. - Basic sequencing of ideas to explain a simple process based on first-hand experience. -Writing simple sentences in sequence to explain the process (supported by photographs/ pictures). 	<ul style="list-style-type: none"> -Communicate ideas in well-constructed sentences. -Show awareness of listener when explaining. -Orally use conjunctions such as 'and' 'but' and 'because.' - Write short sentences with words with known sound-letter correspondences - Use word spaces - Begin to use capital letters and full stops 	<ul style="list-style-type: none"> -Orally use conjunctions such as 'and' 'but' and 'because' to add explanations about what they did and why. -Use capital letters and full stops -Use capital letters for personal pronoun I. 	To give a simple description including information about causes	The Sunflower that went flop-playscript	An explanation text, detailing what seeds need to grow.
Week Number	Text Type and Composition Focus including links to National Curriculum		Grammar and Punctuation Focus including links to National Curriculum		Writing Purpose	Suggested Texts	'Hot Write' Task



Summer 2								
	YR	Y1	YR	Y1	List Poem			
1&2	Poetry -Effective language to describe-appearance, movements, etc -Expanded noun clauses - Structure of list poems -Collaborative writing (pairs/ groups)		- Oral rehearsal of lines and adding descriptive language - Transcription- word spaces, capital letters		To entertain	Mad about Minibeasts	To write a list poem about a minibeast	
	YR	Y1	YR	Y1	Non-chronological report			
3&4	Non-chronological report - Hands- on experiences to develop learning, ie visit to Butterfly World. -Oral descriptions, in response to prompts/ questions -Experiment with writing labels, captions and sentences for pictures/ photographs in a variety of play, exploratory and role play situations.		Non-chronological report -Structure own writing using some of the features of given form: -Opening statement -Simple description of subject of report in organised way. -Sequence sentences to form short report.		-Oral rehearsal of extending sentences using conjunction 'and'. - Write short sentences with words with known sound-letter correspondences - Use word spaces - Begin to use capital letters and full stops	-Consistent use of present tense -Use of capital letters and full stops to demarcate sentences. -Consistent use of pronouns - Vocabulary to add description - Expanded noun phrases	To inform, giving precise and accurate information. Mad about Minibeasts Information texts about insects	Write fact file, assembling information about a subject (insects) from their own experience and writing sentences to describe different aspects (eg appearance, what insects do, etc)
	YR	Y1	YR	Y1	Narrative			



<p>5&6</p>	<p>Narrative - Re-enact stories, and take on roles. - Re-tell narrative using patterns from listening and reading - Discuss central character and create a word list to describe - Begin to write own sentences, showing understanding of features found in story, eg 'The kind bee helped the girl.'</p>	<p>Narrative -Retelling of familiar, more detailed stories -Using temporal conjunctions -Using story language in writing -Looking at characterisation -Structure own writing using some of the features of given form -Simple innovations of familiar stories, ie changing character -Using description to engage reader -Using past tense and third person consistently.</p>	<p>- Use word spaces in writing - Write own sentences, in meaningful contexts - Write sentences with words with known sound-letter correspondences - Use word spaces - Begin to use capital letters and full stops</p>	<p>Use 'and' and 'then' to join words and clauses Use capital letters and full stops Begin to use question marks and exclamation marks Use capital letters for people and places. Use the personal pronoun I.</p>	<p>To entertain</p>	<p>The Bee who Spoke- Contemporary fiction</p>	<p>To write a complete story which includes characterisation, eg a helpful, kind insect</p>
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