


Reception Writing Progression

Types of writing	Words, captions, labels, simple sentences, lists.					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 Unlocking <small>Letters & Sounds</small>	Phase 2	Phase 3	Phase 3 Mastery	Phase 3 Mastery	Phase 4	Phase 4 Mastery
Transcription	<ul style="list-style-type: none"> Write left to right and top to bottom Using phonics they have been taught: 'Hold' and write a word or label which has been orally composed and rehearsed as a group/class to fix in working memory usually with finger spaces, that can be read back by themselves 	<ul style="list-style-type: none"> With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer Using phonics they have been taught: 'Hold' and write a simple caption/phrase/sentence usually with finger spaces which has been composed and rehearsed as a group/class to fix in working memory, that can be read by themselves and others 	<ul style="list-style-type: none"> Beginning to separate words with spaces without prompting With adult prompting, use full stops to demarcate single clause sentences With adult prompting, use capital letters at the start of sentences Using phonics they have been taught: 'Hold' and write a single clause sentence usually with finger spaces which has been composed and rehearsed as a group/class to fix in working memory, that can be read by themselves and others Begin to innovate when given some phonetically known word choices 	<ul style="list-style-type: none"> Usually separates words with spaces without prompting Begin to use full stops to demarcate single clause sentences without adult prompting Begin to use capital letters at the start of sentences without adult prompting Using phonics they have been taught: Orally compose and rehearse an innovated sentence with phonetically known word choices and hold it in memory before writing it, using finger spaces, that can be read by themselves and others e.g. The frog is in the water. The bin is full of rubbish. 	<ul style="list-style-type: none"> Separate words with spaces of a roughly consistent size Using phonics they have been taught: Orally compose and rehearse an invented sentence and hold it in memory before writing it, using finger spaces, that can be read by themselves and others e.g. The frog is in the water. The bin is full of rubbish. 	<ul style="list-style-type: none"> Separate words with spaces of a roughly consistent size Independently use full stops to demarcate single clause sentences Independently use capital letters at the start of sentences Using phonics they have been taught: Orally compose, rehearse and write an invented piece consisting of 2-3 single clause sentences on the same subject, that can be read by themselves and others (phonetically plausible attempts) e.g. I went to London. I went to the museum. I saw a dinosaur.
Composition	<ul style="list-style-type: none"> Repeat sentences relating to a known text Orally compose sentences relating to a known text Begin to innovate sentences relating to a known text using given vocabulary 		<ul style="list-style-type: none"> Orally sequence ideas and events in narrative Orally innovate sentences relating to a known text using independently chosen vocabulary Orally create sentences given rich vocabulary or phrases that children are familiar with Orally create sentences using 'story teller language' e.g. Once upon a time ... 		<ul style="list-style-type: none"> As a class or group, sequence ideas and events in narrative e.g. creating a story map and using it to orally rehearse ideas Independently, orally create groups of sentences drawing on rich vocabulary and phrases known to pupils Begin to orally join sentences using 'and' 	