

Progression in Writing– EYFS (Reception)

Also see Physical Development

Autumn

Name writing and self portrait assessment– pencil grip photo– log on planning

Formal Phonics begins: send 'Reading in Reception leaflet' to parents. Children receive reading book, words and phonics.

Teaching of Phonics begins:
-sensory phonics
-Jolly Phonics

Weekly Dough-gym

Collaborative letter formation

'Funky Finger' provision: peg boards, small construction such as Lego, tessellation tiles, CP enhancements (topic related)

Spelling test
(Letter Formation)

Daily name writing

Construction Area: Name writing—model on shelf

Playdough Area:
Using tools—
Cutters
Rolling pins
Knives

Hand grip guide & Name writing proforma given to parents

Phonics Autumn:- letter formation/ segmenting & blending word level.

Phase 2 : **Recognise and write (doesn't have to be accurate formation):**

s a t p i n m d g o c k c k e u r h b f f l l s s

Tricky Words: I to no go the into

Segment and blend: og pim reb cag ab man tin bag dog mud hat tap

Read and spell: If am on up

Writing Book Evidence– each h/t

Proud Cloud (x3)
Phonics session work (x2)
PRT– focus activity (x1)
Letter Formation
Guided topic activity

Bedtime Stories Workshop
-'Supporting your child with Phonics and Early Reading'.

Name writing and self portrait assessment– pencil grip photo– log on planning

Spelling test
(Rhyming string)

Writing Assessment and Moderation

Construction Area: Model creating plans/ designs—large whiteboard in area.

Also see Physical Development

Spring

Writing Book Evidence– each h/t

Proud Cloud (x3)
Phonics session work (x2)
PRT– focus activity (x1)
Letter Formation
Guided topic activity

Collaborative letter formation

Writing in Reception Workshop
Children share writing books
Leaflet 'Writing in Reception'.

Playdough Area:
Focus– Diner inc writing opportunities
-menus

Phonics Spring:- sentence writing (finger spaces & CLAF's)

Phase 3– 12 weeks. **Recognise:** j v w x y z zz qu ch sh th ng ai ee

Tricky Words: he she my you

Recognise: igh oa oi oo(long) ow oo(short) ar air ear er ur or ure

Tricky Words: we was they be me are her all **Spell Tricky words:** the to no go I

Segment and blend real/pseudo words:

dop chat ship fon deep wet zoo night far yes vox quin gax zort thorden yurk

Summer

Dairy writing homework inc writing prompts

Name writing and self portrait assessment– pencil grip photo– log on planning

Writing Book Evidence– each h/t

Proud Cloud (x3)
Phonics session work (x2)
PRT– focus activity (x1)
Letter Formation
Guided topic activity

Collaborative letter formation

Spelling test
(Words inc Di-graphs)

Diary writing– daily. Supporting independence with writing. Link: Topic e.g. Dinosaur antics

Writing on lines in writing books and in larger groups

Spelling test
(Capital letter formation)

Writing Assessment and Moderation-
With Year 1 teachers

Transition to Year 1

Phonics: Summer 2 (becoming an independent writer)

Phase 4: **Tricky Words:** some come one said do so were when have there out like little what

Spell Tricky words: he she we me be was my you her they all are. By the end of Phase Four children should: give the sound when shown any Phase Two and Phase Three grapheme; find any; be able to blend and read words containing adjacent consonants; be able to segment and spell words containing adjacent consonants.

Form each letter usually correctly