



# Progression Across the Year - Reception



A	B	Purpose: C	D	E	F
<b>Vehicle Text</b>					
The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale
<b>Writing Outcome &amp; Writing Purpose</b>					
<b>Narrative:</b> A Friendship & Animal Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Narrative:</b> A Star Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Narrative:</b> A Superhero Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Narrative:</b> A Traditional Tale Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Narrative:</b> A Plant Growing Theme <b>Purpose:</b> To tell and write sentences around the theme	<b>Narrative:</b> A Seaside Theme <b>Purpose:</b> To tell and write sentences around the theme
<b>Recount:</b> Animal Information <b>Purpose:</b> To inform	<b>Information:</b> Poster to find a lost star <b>Purpose:</b> To inform (and describe)	<b>Information:</b> A letter wanting to be a sidekick <b>Purpose:</b> To inform	<b>Instructions:</b> How to trap an animal <b>Purpose:</b> To instruct	<b>Instructions:</b> How to grow a garden plant / vegetable <b>Purpose:</b> To instruct	<b>Poems:</b> Sea creature poems <b>Purpose:</b> To describe
Explicitly teach of the following concepts of print: Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom. Explicitly teach that each spoken word when written is separated by a space.					
<b>Grammar: Word</b>					
<b>Focus on:</b> Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught. GPC This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts Until new graphemes have been taught. There is an emphasis in this progression document on the role of Mark Making and Writing as forms of communication. Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates influencing their ability to write in sentences. *Words shown below need to be in line with phonics scheme being followed by your school.					
<b>Focus on:</b> ●Recognise spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) ●Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Word is, it, in, at, and, the	<b>Build on previous units &amp; focus on:</b> ●Represent words in print segmenting using known GPs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words I, no, go, to	<b>Build on previous units &amp; focus on:</b> ●Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words he, she, we	<b>Build on previous units &amp; focus on:</b> ●Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words me, be, was, no	<b>Build on previous units &amp; focus on:</b> ●Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words my, they, her, all, are	<b>Build on previous units &amp; focus on:</b> Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach: Common Exception Words have, like, some, come, you, were, little, one, all, do, when, out what



# Progression Across the Year

## Grammar: Sentence

<p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>Orally rehearse sentences and Word Count the number of words spoken prior to writing.</li> <li>Focus on a simple sentence – Subject, verb object. e.g. <i>Dan had a dog.</i></li> <li>Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</li> <li>Teacher model use of the Sentence Accuracy Check.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Orally rehearse sentences and Word Count the number of words spoken prior to writing.</li> <li>Focus on a simple sentence – Subject, verb object. e.g. <i>I lost a star.</i></li> <li>Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</li> <li>Teacher model and support correct use of the Sentence Accuracy Check.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Orally rehearse sentences and Word Count the number of words spoken prior to writing.</li> <li>Connect one idea or action using a range of connectives.</li> <li>Re-read what they have written to check for meaning.</li> <li><b>Write:</b> Combining words to make labels, captions, lists, phrases and short sentences.</li> <li>Joining words using and joining words and clauses using 'and'</li> <li>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Orally rehearse and recall sentence prior to writing.</li> <li>Connect one idea or action using a range of connectives.</li> <li>Write short sentences with words with known sound letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> <li><b>Write:</b> Combining words to make labels, captions, lists, phrases and short sentences.</li> <li>Joining words using and joining words and clauses using 'and'</li> <li>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others.</li> <li>Re-read what they have written to check that it makes sense.</li> <li><b>Write:</b> Combining words to make labels, captions, lists, phrases and short sentences.</li> <li>Joining words using and joining words and clauses using connectives (e.g. but, because, and).</li> <li>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others.</li> <li>Re-read what they have written to check that it makes sense.</li> <li><b>Write:</b> Combining words to make labels, captions, lists, phrases and short sentences.</li> <li>Joining words using and joining words and clauses using connectives (e.g. but, because, and).</li> <li>Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check.</li> </ul>
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## Grammar: Text

<p><b>Focus on:</b></p> <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Learn new vocabulary from texts.</li> <li>Support recognition of the four parts of a simple narrative – opening, build up, problem and ending</li> <li>Begin to retell familiar stories and texts in their words and / or exact repetition.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Learn new vocabulary from texts.</li> <li>Recognise four parts of a simple narrative – opening, build up, problem and ending.</li> <li>Retell the story -some as exact repetition and some in own words, including; Once upon a time, One day, Suddenly and Finally.</li> <li>Sequence sentences to form short narratives.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Learn new vocabulary from texts.</li> <li>Recognise four parts of a simple narrative – opening, build up, problem and ending</li> <li>Retell the story - some as exact repetition and some in own words including; Once upon a time, One day, Suddenly and Finally.</li> <li>Sequence sentences to form short narratives.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Learn new vocabulary from texts.</li> <li>Recognise four parts of a simple narrative – opening, build up, problem and ending</li> <li>Retell the story - some as exact repetition and some in own words including; Once upon a time, One day, Suddenly and Finally.</li> <li>Sequence sentences to form short narratives.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary from texts.</li> <li>Recognise four parts of a simple narrative – opening, build up, problem and ending</li> <li>Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems.</li> <li>Retell the story - some as exact repetition and some in own words including; Once upon a time, One day, Suddenly and Finally.</li> <li>Sequence sentences to form short written narratives.</li> </ul>	<p><b>Build on previous units &amp; focus on:</b></p> <ul style="list-style-type: none"> <li>Learn new vocabulary from texts.</li> <li>Recognise four parts of a simple narrative – opening, build up, problem and ending</li> <li>Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems.</li> <li>Retell the story - some as exact repetition and some in own words including; Once upon a time, One day, Suddenly and Finally.</li> <li>Sequence sentences to form short written narratives.</li> </ul>
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## Grammar: Punctuation

<p><b>Focus on:</b></p> <p>Letter formation Separation of words with spaces</p>	<p><b>Build on previous units &amp; focus on:</b></p> <p>Letter formation Separation of words with spaces Personal pronoun - I</p>	<p><b>Build on previous units &amp; focus on:</b></p> <p>Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops</p>	<p><b>Build on previous units &amp; focus on:</b></p> <p>Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops</p>	<p><b>Build on previous units &amp; focus on:</b></p> <p>Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names</p>	<p><b>Build on previous units &amp; focus on:</b></p> <p>Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names</p>
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## Terminology for Pupils

letter, capital letter, word, sentence, full stop, question mark