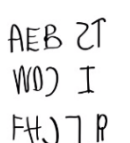


Writing Progression Reception

		Overall Writing Focus	Key Developments	What might children's writing look like?	Example*	Expectations for the Children	Support for Children
Reception	Autumn 1	Meaningful Mark making	Builds on understanding that marks carry meaning. Begins to use writing intentionally to communicate. Starts to link oral language and phonological awareness with early mark making. Developing control over letter formation through strengthening fine motor skills.	- Random marks, lines, or shapes that represent writing and have clear communicative content - Some letter-like forms mixed with drawings. - Includes familiar letters (e.g. from their name) - Name writing attempts using capital letters. - Writing may run in multiple directions. - May mix drawing and writing within the same piece. - Directionality inconsistent.	 Symbols that represent letters: e.g. I O + M. Attempt and master square shapes and left and right diagonals.  Random letters with no relationship between the sounds and what the child is trying to say.	- Have or build an awareness that marks carry meaning. - Start developing pencil control and confidence. - Shows awareness that writing represents spoken words. - Begins to distinguish between drawing and writing. - Attempts to include known letters or familiar print in their work. - Can talk about what their writing "says."	- Daily mark-making (sand, paint, chalk, clipboards). - Model authentic purposes for writing (labels, lists, notes, class messages). - Encourage oral rehearsal of what they want to write. - Provide fine-motor and mark-making activities daily (threading, play dough, tweezers). - Display children's writing to celebrate meaning, not just form.
	Autumn 2	Hearing and Recording Initial Sounds	Builds confidence in linking sounds to letters. Begins to identify the first sound in words and represent it in writing. Developing awareness that print follows a direction and letters have distinct shapes. Starting to segment simple words orally.	- Uses recognisable letters, often representing initial sounds (e.g., <i>d</i> for "dog"). - Attempts to write words or labels with single letters or strings of letters. - Some correct directionality and occasional finger spaces. - Uses name and environmental print as reference.	 Letter strings progressing from left to right.  Letter groups, finger spaces between groups and trying to apply some sounds that are heard in the words.	- Begins to hear and record initial sounds in words. - Can match some sounds to letters with support. - Produces marks or letters to label drawings or play items (e.g., signs, lists).	- Daily phonics opportunities through playful contexts (e.g., sound hunts, writing stations). - Provide phoneme mats and name cards as scaffolds. - Model oral segmenting to hear its first sound. - Reinforce correct letter formation using large-scale and fine-motor practice.

	Spring 1	Representing Sounds in Words- CVC Focus	Applies growing phonological awareness to segment and blend orally. Begins to represent all or most sounds in simple CVC words. Increasing control over pencil grip, pressure, and letter formation. Starting to reread writing to check meaning.	- Attempts to write short labels or captions using most sounds heard ("ct" or "cat"). - Uses plausible sound choices and clearer directionality. - Shows improved control and spacing between letter strings. - Copies familiar print (e.g., from displays or word mats).	the I is see like 12345 one my Environmental print - copying print found around the room	- Begins to segment simple CVC words and represent key sounds in writing. - Produces short, meaningful written pieces such as labels, captions, or messages. - Shows awareness of finger spaces or uses visual gaps to separate ideas.	- Model oral segmenting and blending during play and shared writing. - Provide sound mats and movable letters to support independence. - Offer scaffolded sentence stems (e.g., "I can see..."). - Encourage short, purposeful writing tasks (labels, name tags, shopping lists). Support caption writing for photos, displays, role play, etc. - Continue fine-motor and handwriting through varied media (chalk, whiteboard, sand).
	Spring 2	Combining Words to Build Short Phrases and Sentences	Moves from individual words to short phrases. Developing awareness that words combine to express a full idea. Applies phonics to hear and record initial, medial, and final sounds.	- Words phonetically plausible- using initial, mid and end sounds - Labels and captions developing into short phrases - More control over letter formation. - Writes short, plausible word strings: "a cat in a hat", "big red bus." - Attempts finger spaces or marks clear breaks between words. - May use familiar tricky words (e.g., I, to, the).	Thehcanr (The horse can run.) Beginning sounds - when the child begins to write simple sentences using tricky words and initial sounds.	- Begins to compose and record short phrases or simple sentences with some adult support. - Uses phonic knowledge to spell most sounds heard. - Can orally rehearse a sentence before writing. - Begins to reread own writing to check it makes sense.	- Model oral sentence building daily ("Let's say it, count the words, then write it."). - Use sentence stems and story frames to scaffold structure. - Continue rich shared writing (e.g., describing class photos, recounting trips). - Celebrate children's ideas over spelling accuracy. - Provide independent writing invitations (letters, signs, cards) to encourage confidence.

	Summer 1	Building Independence in Simple Sentence Writing	Increasing fluency and control in writing. Applies phonic knowledge to represent most sounds in words. Developing understanding of sentence boundaries and beginning to use known tricky words. Writing becomes more purposeful and sustained.	- Writes one or more simple sentences that can usually be read back by others. - Shows clearer spacing and consistent directionality. - Includes some tricky words spelt correctly (<i>the, to, I</i>). - Phonetic spelling increasingly plausible across the whole word.	<i>We wn to the s</i> (We went to the store.) Early inventive spelling which involves more sounds represented and spaces between words.	- Writes simple, meaningful sentences independently using phonic knowledge. - Begins to use known tricky words and finger spaces consistently. - Starts to read back and edit their work with support.	- Continue shared and guided writing to model sentence structure and rereading. - Provide daily opportunities for ind writing in play - Celebrate content and meaning over spelling accuracy. - Offer prompts, word banks, and story stems. - Encourage sharing of writing to strengthen confidence and fluency.
	Summer 2	Developing Fluency, Stamina, and Sequence	Writes more than one sentence to convey an idea or story. Applies phonic knowledge consistently and spells some common exception words accurately. Starts to edit or improve writing independently.	- Develop writing stamina - Spelling words using the correct sounds (where applicable) - Writing readable to others - May start to use some basic punctuation (finger spaces, full stops and capital letters) - Letters are mostly correctly formed and recognisable	<i>To daye i wot to play withf the white board and the shapex and I won to play with my fen</i> (Today I want to play with the white board and the shapex, and I want to play with my friend.) Inventive spelling includes more sounds including vowels, and words spelt correctly.	- Independence and control of meaning. - Applies secure phonic knowledge and some spelling patterns. - Begins to reread and self-correct for clarity.	- Provide daily time for extended, purposeful writing (storytelling, reflections, reports, letters). - Model editing and rereading as part of shared writing. - Encourage children to plan orally before writing and share finished pieces aloud. - Display and celebrate writing to reinforce authorship.

Early Learning Goal (writing)

By the end of Reception, children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

*Examples of pictures of early writing from Butkus, H. 2014. Available at: <https://heidisongs.com/>



Opportunities for Mark Making and Writing in Continuous Provision

Autumn – From Meaningful Marks to Sound Awareness

(Focus: writing for purpose, hearing sounds in words, and using known letters in play)

<u>Outdoors / Large-Scale Play</u> Chalk and water walls: sound hunts or initial-letter drawings. Large “message boards” — children leave notes for friends or staff. Water graffiti: large paintbrushes and buckets of water for painting lines, circles, or “messages” on walls and fences. Ribbon wands and sweeping: sweeping leaves or painting with long-handled brushes builds shoulder strength and early writing flow.	<u>Creative Area</u> Art gallery: children write their names and short captions for their creations. Display tags: encourage children to “label” pictures or models with first sounds or initial letters. Mini booklets: folded paper for children to create and “write” their own stories or comic strips. Autumn cards: blank cards and envelopes for children to “send” pictures or messages to friends or family.	<u>Role Play / Small World</u> Home corner: notepads and envelopes for pretend lists or letters (“I’m writing to Grandma!”). Building site: clipboards and large pencils for “plans” or “maps.” Class post office: include envelopes, stamps, and “delivery” baskets for real messages. Classroom jobs: clipboards and checklists for helpers (“snack monitor,” “plant waterer”).	<u>Fine Motor</u> Threading, tweezers, and peg activities. Playdough letter formation and rolling lines. Mini whiteboards and dry-wipe pens for mark-making. Cutting strips, hole punches, and staplers for booklet-making. Painting letters with water or brushes outdoors.	<u>Book & Mark-Making Areas</u> Message station: envelopes, stamps, chunky crayons, name cards.
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Spring – Hearing Sounds and Writing Simple Words

(Focus: applying phonics, early CVC word writing, and building confidence with short captions and sentences)

<u>Fine Motor</u> Tracing patterns, mazes, and zigzags. Pinching pegs, threading beads, and using hole punches. Forming letters with dough or foam. Using small tools: spanners, nuts, bolts, and tweezers.	<u>Creative Area</u> Story maps: drawings of familiar tales with labels and early captions. Book-making station: staplers, hole punches, and paper for “storybooks.” Art commentary: write or dictate what they made (“This is my cat.”).	<u>Construction & Small World</u> Plan, build, label: children add captions (“My tower fell down!”). Small-world play: write speech bubbles or labels for characters and objects. Maps and treasure hunts: mark with CVC words or simple labels.	<u>Outdoor / Large Scale</u> Explorers’ clipboards: record findings (“I saw a bug”). Building site role play: “Danger,” “Stop,” and “Work Zone” signs. Garden writing: mini chalkboards or pebbles to label plants and flowers.	<u>Everyday Writing Invitations</u> Mini “to-do lists,” “delivery notes,” and “menus” dotted around provision. Message box for peers to post drawings or early marks to one another. Writers toolbox- include support e.g. sound mats, various mark making materials and types of paper
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Summer – Writing Independently with Purpose <i>(Focus: writing short sentences and stories, rereading for sense, and writing for real purposes)</i>				
<u>Construction</u> Mini worlds with purpose: children create "shops" or "villages" and label everything. Blueprints and instructions: children record how to rebuild or play with models. Story sequences: label and caption scenes in order.	<u>Creative Area</u> Story maps: drawings of familiar tales with labels and early captions. Book-making station: staplers, hole punches, and paper for "storybooks." Story illustration corner: draw and write short sentences underneath ("The dragon is flying."). Display captions: children help label class work and photos.	<u>Fine Motor</u> Pencil control grids and pattern tracing for fluency. Cutting and joining paper for booklet-making. Clay and dough sculpting for finger strength. Finger gym circuits: squeezing sponges, winding wool, and pinching pom-poms. Pegboard letters or tracing on upright boards to refine control and posture.	<u>Outdoor / Large Scale</u> Adventure signs: "Beware of Dragons" or "Fairy Garden" posters. Nature journals: notebooks to record discoveries ("We found worms under the log."). Map making: draw treasure maps and label places. Stage and storytelling area: children make signs, tickets, or scripts.	<u>Everyday Writing</u> Invitations Mini "to-do lists," "delivery notes," and "menus" dotted around provision. Message box for peers to post drawings or early marks to one another. Writers toolbox- include support e.g. sound mats, various mark making materials and types of paper