

Read to Write: Progression Overview Counts in Reception

A	B	C	D	E	F
Vehicle Text					
The Something	Star in a Jar	Juniper Jupiter	Little Red	The Storm Whale	The Extraordinary Gardener
Writing Outcome & Writing Purpose					
Narrative: A Losing Story Purpose: To tell and write a losing story	Narrative: A Finding Story Purpose: To tell and write a finding story	Narrative: A Superhero Story Purpose: To tell and write a superhero Story	Narrative: A Traditional Tale Story Purpose: To tell and write a traditional tale	Narrative: A Friendship Story Purpose: To tell and write a friendship story	Narrative: A transformational Story Purpose: To tell and write a transformational story
Recount: Animal Information Purpose: To inform	Information: Poster to find a lost star Purpose: To inform (and describe)	Information: A letter wanting to be a sidekick Purpose: To inform	Instructions: How to trap an animal Purpose: To instruct	Poems: Sea creature poems Purpose: To describe	Instructions: How to grow a garden plant / vegetable Purpose: To instruct
Grammar: Word					
Focus on: 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. *Words shown below need to be in line with phonics scheme being followed by your school.					
*Teach high frequency words: is, it, in, at, and, the	*Secure previous unit high frequency words and teach: I, no, go, to	*Secure previous unit high frequency words and teach: he, she, we	*Secure previous unit high frequency words and teach: me, be, was, no	*Secure previous unit high frequency words and teach: my, they, her, all, are	*Secure previous unit high frequency words and teach: have, like, some, come, you, were, little, one, all, do, when, out what
Grammar: Sentence					
Focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'.

Grammar: Text

Focus on: Sequencing spoken sentences to form short narratives orally. Help retell stories orally by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly	Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly	Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly	Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly	Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly	Build on previous units & focus on: Sequencing sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by: 1) Using repeated story language e.g. she ran and she ran and she ran 2) Using time adverbials e.g. First, Then, Next, Finally, Eventually, Suddenly
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Grammar: Punctuation

Focus on: Letter formation Separation of words with spaces	Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun - I	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I Full Stops Capital Letters for names
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Terminology for Pupils

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