



Reception *Readiness to Write* progression

Progression within components has been mapped out across the year with the early learning goals as the end points.

The three Prime areas: Personal, Social and Emotional Development, Communication and Language, and Physical Development, describe universal core aspects of early child development. The four specific areas of learning and development provide children with knowledge and skills to flourish in society. These are: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. All seven areas of learning are important and inter-connected within early literacy development and inform both our components and progression points.

- [Strong foundations in the first years of school - GOV.UK](#)
- [Early years foundation stage profile handbook](#)
- [Writing Readiness \(Pre-Writing\) Skills - Kid Sense Child Development](#)
- [Help for early years providers : Gross motor skills early-years-getting-ready-to-write.pdf](#)

RECEPTION				
Component	Readying to write	Emergent	Developing	Expected
Gross motor skills	<ul style="list-style-type: none"> Climb stairs (confident with climbing stairs using alternate feet) Cross the midline Full circle rotation forwards and backwards Jump and land with 2 feet Confident with running Riding a tricycle or scooter independently Stand still 	<ul style="list-style-type: none"> Hop on dominant leg. Run and skip but possibly not in a controlled manner. Movement in different ways (e.g. slide/roll). Balance on a trim trail. Roll, throw and catch but may not be accurate 	<ul style="list-style-type: none"> Hop on both legs. Run and skip with control. Kick and pass different sized balls. Roll, throw and catch with developing accuracy 	<ul style="list-style-type: none"> Negotiate space and obstacles safely. Hop with confidence. Run and skip with confidence. Throw and catch different sized balls with more accuracy

	<ul style="list-style-type: none"> • Large muscle movements to wave flag and streamers • Putting on shoes and shoes • Being increasingly independent getting dressed and undressed • 			
Gross motor skills provision/ environment	<ul style="list-style-type: none"> • Whole class: • Squiggle while you wiggle • Dough Disco • Penpals gym • Easels for painting • Sand for digging • Water and jugs for pouring • Trim trail/Climbing frame • 	<ul style="list-style-type: none"> • Squiggle while you wiggle. • Dough Disco • Penpals gym • Water and jugs for pouring • Trim trail/Climbing frame 	<ul style="list-style-type: none"> • Intervention Squiggle. • Penpals gym • Water and jugs for pouring • Trim trail/Climbing frame 	<ul style="list-style-type: none"> • Penpals gym • Water and jugs for pouring • Trim trail/Climbing frame
Fine motor skills	<ul style="list-style-type: none"> • Hold a pencil with a dominant hand. • One handed tools (spoons, forks) • Can make small snips in paper • Being increasingly independent getting dressed and undressed 	<ul style="list-style-type: none"> • Hold a pencil comfortably – pressure may not be stable. • Cuts a continuous line using scissors. • 	<ul style="list-style-type: none"> • Beginning to write with control and appropriate pressure on the page. • Can cut a line that changes direction using scissors. 	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Tripod grip (or similar grip enabling comfortable and controlled writing). • Can cut a variety of lines and shapes.
Fine motor skills provision/ environment	<ul style="list-style-type: none"> • Fine motor skills carousel (pincer activities, drawing on the carpet etc) • Mark making opportunities • Fine motor station 	<ul style="list-style-type: none"> • FMS carousel • Write from the start intervention • Funky Fingers • Scissor workshop 	<ul style="list-style-type: none"> • FMS carousel • Funky Fingers • Continuous Provision Opportunities 	<ul style="list-style-type: none"> • FMS carousel • Continuous Provision- displaying Characteristics of Effective Learning
Letter formation	<ul style="list-style-type: none"> • Mark making crosses, diagonal lines, waves, patterns, eights, spirals, crosses, triangles • Meaningful mark making • Write some letters in their name 	<ul style="list-style-type: none"> • Crosses, circles and squares. • Forms recognisable letter shapes. 	<ul style="list-style-type: none"> • Has the ability to form the 26 letters correctly but not consistently. 	<ul style="list-style-type: none"> • Forms most lower-case letters correctly.
	<ul style="list-style-type: none"> • Daily phonics 	<ul style="list-style-type: none"> • Daily practice on whiteboards during Phonics lesson. 	<ul style="list-style-type: none"> • Daily practice on whiteboards during Phonics lesson. 	<ul style="list-style-type: none"> • Daily practice on whiteboards during Phonics lesson.

Letter formation provision/ environment	<ul style="list-style-type: none"> • Mark making activities eg. Tracing • FFT letter formation patter 	<ul style="list-style-type: none"> • Daily activity in provision linked to new sound. 	<ul style="list-style-type: none"> • Daily activity in provision linked to new sound. • Reception sound mats • Alphabet mat linked to FFT 	<ul style="list-style-type: none"> • Daily activity in provision linked to new sound • Phonics writing books • FFT Letter Formation rhymes
Oracy	<ul style="list-style-type: none"> • Articulate a simple sentence • Sing songs • Know nursery rhymes • Expressing a point of view • Initiating a conversation • Developing pronunciation • Understand 'why' questions • Make suggestions about what happens next in a story. • Future and past tense. I am I went. • Answer 'why' questions. • Talk confidently about a familiar book. 	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them • Listen to and talk about stories to build familiarity and understanding • Learn rhymes, poems and songs • 	<p>Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts. Talk about plot and main story line</p>	<ul style="list-style-type: none"> • Form and remember a full sentence before they write it. • Retell familiar stories using story language • Express ideas using recently introduced vocabulary and full sentences • Use vocabulary in different contexts
Oracy provision/ environment	<ul style="list-style-type: none"> • Storytelling • Story dough • Provide a language rich environment • Share book reading • Adults engaging with children in provision • Sharing tapestry • Opportunities to play and engage in conversation with peers and adults 	<ul style="list-style-type: none"> • Drawing Club • Storytelling • Engaging in conversation during directed and continuous provision 	<ul style="list-style-type: none"> • Drawing Club • Engaging in conversation during directed and continuous provision • Talk for Writing • Story Maps • Use of visuals to enhance language development 	<ul style="list-style-type: none"> • Drawing Club • Engaging in conversation during directed and continuous provision • Talk for Writing • Story Maps • Continuous Provision indoors and outdoors – Characteristics of Effective Learning
Written communication Storytelling, grammar (word and sentence)	<ul style="list-style-type: none"> • Storytelling- Create and tell a story using character, setting, problem and solution. • Begin to write name from memory 	<ul style="list-style-type: none"> • Write simple sentences and captions (e.g. I can run/the red hat) with support • Understand the difference between a letter and a word 	<ul style="list-style-type: none"> • Write (e.g.'I can') simple sentences and captions independently. • Starting to gain the knowledge of a finger space. 	<ul style="list-style-type: none"> • Write simple phrases and sentences independently that can be read by others

<p>Written communication Storytelling, grammar (word and sentence) provision/ environment</p>	<ul style="list-style-type: none"> • Open ended resources • Small world objects • Dolls and puppets • Books available • Daily Storytime • Library books sent home • Storytelling- Create and tell a story using character, setting, problem and solution. 	<ul style="list-style-type: none"> • Drawing Club – patterns and some new graphemes • Weekly literacy session: Identifying and writing initial sounds 	<ul style="list-style-type: none"> • Drawing Club – CVC and CVCC words using taught graphemes/simple sentences • Weekly literacy session: Writing CVC words Simple captions and sentences 	<ul style="list-style-type: none"> • Drawing Club – sentences and captions involving red words. • Weekly literacy session: Sentences with finger spaces and working towards capital letters and full stops
<p>Spelling (Phonics)</p>	<ul style="list-style-type: none"> • Begin to identify initial sounds in simple words. • Use some print and letter knowledge in my writing-initial sounds. • Recognise and repeat most letters of the alphabet chant • Tell you a rhyming pair • Beginning to orally blend and segment simple words • Clap syllables in words 	<ul style="list-style-type: none"> • Identify and write initial and end sounds in words. • Write graphemes for some taught GPCs • Confidently say the alphabet chant • Tell you rhyming words and say why words rhyme. • Orally blend and segment simple words • Clap syllables in words. • Letter Formation Roll and Write 	<ul style="list-style-type: none"> • Identify and write initial, middle end sounds in some CVC and some CVCC words. • Write graphemes for taught GPCs. • Say letter sounds and letter names for the alphabet. • Orally blend and segment words and record the GPCs. • Beginning to spell some red words using 'say it- spell it- say it' method. • Letter Formation Roll and Write 	<ul style="list-style-type: none"> • Write most sounds in CVCC/CCVC, CCVCC words. • Write graphemes for taught GPCs. • Say letter sounds and letter names for the alphabet. • Orally blend and segment polysyllabic words and record the GPCs. • Spell some red words using 'say it- spell it- say it' method. • Red Word Roll and Write
<p>Spelling provision/ environment</p>	<ul style="list-style-type: none"> • Phonics sessions • Alphabet chant visible • Writing material • Name cards 	<ul style="list-style-type: none"> • Phonics daily lesson • GPC mats • Alphabet chant – strips in environment • Grapheme resources, e.g. pebbles, bottle tops, phoneme frames • Drawing Club • Storytelling • Writing books • Name cards • Whiteboards and pens • Clipboards • Chalks and chalkboards • Red word spellings – word hunt 	<ul style="list-style-type: none"> • Phonics daily lesson • GPC mats • Alphabet chant – strips in environment • Grapheme resources, e.g. pebbles, bottle tops, phoneme frames • Drawing Club • Storytelling • Writing books • Name cards • Whiteboards and pens • Clipboards • Chalks and chalkboards • Red word spellings – word hunt 	<ul style="list-style-type: none"> • Phonics daily lesson • GPC mats • Alphabet chant – strips in environment • Grapheme resources, e.g. pebbles, bottle tops, phoneme frames • Drawing Club • Storytelling • Writing books • Name cards • Whiteboards and pens • Clipboards • Chalks and chalkboards • Red word spellings – word hunt

				<ul style="list-style-type: none">• Strategies- counting phonemes on fingers
--	--	--	--	--