




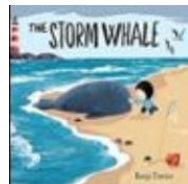


## Read to Write: Progression Overview Counts in Reception

A	B	C	D	E	F
<b>Vehicle Text</b>					
<b>The Something</b> 	<b>Star in a Jar</b> 	<b>Juniper Juniper</b> 	<b>Little Red</b> 	<b>The Extraordinary Gardener</b> 	<b>The Storm Whale</b> 
<b>Writing Outcome &amp; Writing Purpose</b>					
<b>Narrative:</b> A Losing Story  <b>Purpose:</b> To tell and write a losing story	<b>Narrative:</b> A Finding Story  <b>Purpose:</b> To tell and write a finding story	<b>Narrative:</b> A Superhero Story  <b>Purpose:</b> To tell and write a superhero Story	<b>Narrative:</b> A Traditional Tale  <b>Purpose:</b> To tell and write a traditional tale	<b>Narrative:</b> A transformational Story  <b>Purpose:</b> To tell and write a transformational story	<b>Narrative:</b> A Friendship Story  <b>Purpose:</b> To tell and write a friendship story
<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
<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.					
*Words shown below need to be in line with phonics scheme being followed by your school.					
<b>*Teach high frequency words:</b>  is, it, in, at, and, the	<b>*Secure previous unit high frequency words and teach:</b> I, no, go, to	<b>*Secure previous unit high frequency words and teach:</b> he, she, we	<b>*Secure previous unit high frequency words and teach:</b> me, be, was, no	<b>*Secure previous unit high frequency words and teach:</b> my, they, her, all, are	<b>*Secure previous unit high frequency words and teach:</b> have, like, some, come, you, were, little, one, all, do, when, out what



## Grammar: Sentence

<b>Focus on:</b> Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)	<b>Build on previous units &amp; focus on:</b> Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)	<b>Build on previous units &amp; focus on:</b> Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'	<b>Build on previous units &amp; focus on:</b> Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'	<b>Build on previous units &amp; focus on:</b> Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'	<b>Build on previous units &amp; focus on:</b> Combining words to make labels, captions, lists, phrases and short sentences. Joining words using and joining words and clauses using 'and'.
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## Grammar: Text

<b>Focus on:</b> 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	<b>Build on previous units &amp; focus on:</b> 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	<b>Build on previous units &amp; focus on:</b> 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	<b>Build on previous units &amp; focus on:</b> 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	<b>Build on previous units &amp; focus on:</b> 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	<b>Build on previous units &amp; focus on:</b> 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

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