



# Reception Progression Writing

## Communication and Language: Educational Programme

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

## Communication and Language: Listening, Attention and Understanding

ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction, make comments about what they have heard and ask questions to clarify their understanding, hold conversation when engaged in back and forth exchanges with their teacher and peers.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG’s)	Year 1 National Curriculum
<p>I am beginning to pay attention to more than one thing at a time.</p> <p>I can respond to a strong of requests one after another (not quickly)</p>	<p>I can understand how to listen carefully and why listening is important.</p>	<p>I can play and listen to my friends at the same time and begin to respond appropriately with relevant questions, comments and actions.</p>	<p>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (ENGLISH).</p> <p>I can listen and respond appropriately to adults and my peers (ENGLISH).</p>
<p>I can ask and respond to ‘why’ questions.</p>	<p>I can ask, understand and respond to why and how questions.</p>	<p>I can understand who; why; when; where and how.</p>	<p>I can make comments about what I have heard and ask questions to clarify my understanding.</p>	<p>I can ask relevant questions to extend their understanding and knowledge (ENGLISH).</p>
<p>I can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>I am developing social phrases in my conversations.</p>	<p>I can have a conversation with my teacher and peers, using some back and forth exchanges.</p>	<p>I can hold conversations when engaged in back-and-forth exchanges with my teacher and peers.</p>	<p>I can gain, maintain and monitor the interest of the listener (ENGLISH).</p> <p>I consider and evaluate different viewpoints, attending to and building on the contributions of others (ENGLISH)</p>

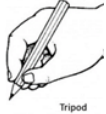
### Communication and Language: Speaking

ELG: Participates in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary, offering explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate, express their ideas and feeling about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can use longer sentences of four to six words.	I am developing social phrases such as 'good morning, how are you?'	I can use talk to help work out problems and organise thinking and activities.	I can express my ideas and feelings about my experiences using full sentences,	I can speak audibly and fluently with an increasing command of Standard English (ENGLISH).
I am able to express a point of view using words as well as actions.	I am able to express a point of view and to debate when I disagree with an adult or a friend, using words as well as actions.			I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas (ENGLISH).
I may sometimes use irregular tenses e.g. runned for ran.	I am beginning to use a range of tenses (e.g. play, playing, will play, played).	I can use a range of tenses correctly most of the time.	including use of past, present and future tenses	
I can link simple sentences.	I can explain in simple sentences what happened and what might happen.	I can connect one idea or action to another using a range of connectives.	and making use of conjunctions, with modelling and support from their teacher	I can speak audibly and fluently with an increasing command of Standard English (ENGLISH)
I am beginning to use a wider range of vocabulary.	I can learn and use new vocabulary.	I can use vocabulary in different contexts throughout the day.	I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary.	I can use relevant strategies to build my vocabulary (ENGLISH).
I can explain what happened in simple sentences.	I can explain in sentences, including ordering, stating what happened and what might happen.	I can articulate my ideas and thoughts in well-formed sentences (however, I may still have some difficulties with grammar e.g. saying sheeps instead of sheep and goed instead of went)		I can articulate and justify answers, arguments and opinions (ENGLISH).
I know many rhymes and can talk about many books.	I can listen carefully to stories and non-fiction texts and talk about what I have heard.	I can begin to make predictions about what might happen in a new story.	I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	I can predict what might happen on the basis of what has been read so far (ENGLISH).
I am beginning to engage in imaginary role play sometimes building stories around toys and objects.	I can engage in imaginary role play sometimes building stories around toys and objects.	I can use language and recently introduced vocabulary to create imaginary events, storylines and themes.		I can make inferences on the basis of what has been said and done (ENGLISH).  I can explain clearly my understanding of what is read to me (ENGLISH).

### Physical Development: Fine Motor Skills

ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
I can use a comfortable grip with good control when holding pens and pencils.	I am beginning to use a tripod grip. 	I can comfortably use a tripod grip (in most cases).  I can develop the foundations of a handwriting style which is fast, accurate and efficient.	I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	I can sit correctly at a table, holding a pencil comfortably and correctly (ENGLISH).

### Literacy- Writing

ELG: Write recognisable letters, most of which are correctly formed, spell words by identifying the sounds with a letter or letters, writes simple phrases and sentences that can be read by others.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG's)	Year 1 National Curriculum
Use some of their print and letter knowledge in their early writing ascribing meaning to marks.  I can write some letters accurately.	I am beginning to write recognisable letters.	I am beginning to write lower case and capital letters correctly.	I can write recognisable letters, most of which are correctly formed.	I can begin to form lower-case letters in the correct direction, starting and finishing in the right place (ENGLISH).
	I can hear and write the initial sounds in words.	I can spell words by identifying the sounds and then writing the sounds with a letter.	I can spell words by identifying the sounds with a letter or letters.	I can write words containing each of the 40+ phonemes already taught (ENGLISH).
		I can write captions with words with known sounds.	I can write simple phrases and sentences that can be read by others. Sometimes using full stops and capital letters.	I can write sentences by saying out loud what I am going to write about (ENGLISH).  I can leave spaces between words (ENGLISH).  I am beginning to punctuate sentences using a capital letter and a full stop (ENGLISH).
I am beginning to spell a few common exception words matched to the school's phonic programme with support.	I am beginning to spell a few common exception words matched to the school's phonic programme.	I can spell some common exception words matched to the school's phonic programme.	I can write common exception words (ENGLISH).	
I can write some letters from my name.	I can write first name with support.	I can write my first name independently.	I can full name using a name card if needed.	I know to use a capital letter for names of people (ENGLISH).

### Expressive Arts and Design: Educational Programme

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Expressive Arts and Design- Creating with Materials

ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, share their creation, explaining the process they have used, make use of props and materials when role playing character in narratives and stories.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG’s)	Year 1 National Curriculum
I can make imaginative and complex small world with blocks and construction kits such as a city with different buildings and a park.	I am beginning to use props and materials to represent characters from a familiar story or theme.	I can select props and materials for a purpose when role playing.	I can make use of props and materials when role playing characters in narratives and stories.	I can participate in performances, role play and improvisations (ENGLISH).

### Expressive Arts and Design- Being Imaginative and Expressive

ELG: Invent, adapt and recount narratives and stories with peers and their teacher, sing a range of well know nursery rhymes and songs, perform songs, rhymes poems and stories with others and (when appropriate) try to move in time with music.

Reception Baseline	End of Autumn	End of Spring	End of Reception (ELG’s)	Year 1 National Curriculum
I can begin to develop complex stories using small world equipment.	I can develop a simple story in my pretend play.	I can act out familiar storylines and extend them in my play.	I can invent, adapt and recount narratives and stories with my peers and teacher.	I can give well-structured descriptions, explanations and narratives (ENGLISH).  I can participate in performances, role play and improvisations (ENGLISH).