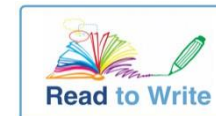


# Read to Write: Progression Overview Counts in Reception



A	B	C	D	E	F
<b>Vehicle Text</b>					
<b>Juniper Jupiter</b>	<b>Little Red</b>	<b>Star in a Jar</b>	<b>The Storm Whale</b>	<b>Clem and Crab</b>	<b>Something Else</b>
<b>Writing Outcome &amp; Writing Purpose</b>					
<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 Finding Story  <b>Purpose:</b> To tell and write a finding story	<b>Narrative:</b> A Friendship Story  <b>Purpose:</b> To tell and write a friendship story	<b>Narrative:</b> A Friendship Story  <b>Purpose:</b> To tell and write a friendship story	<b>Narrative:</b> A Friendship Story  <b>Purpose:</b> To tell and write a friendship story
<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>Information:</b> Poster to find a lost star  <b>Purpose:</b> To inform (and describe)	<b>Poems:</b> Sea creature poems  <b>Purpose:</b> To describe	<b>Information:</b> A letter to an older year group  <b>Purpose:</b> To inform	<b>Information:</b> A diary  <b>Purpose:</b> To inform
<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 are in line with the Floppy's phonics scheme Sounds and Letters					
<b>*Teach high frequency words:</b> The, I, to, go, into	<b>*Secure previous unit high frequency words and teach:</b> He, she, we, me, be	<b>*Secure previous unit high frequency words and teach:</b> You, are, her, was, all	<b>*Secure previous unit high frequency words and teach:</b> They, my, said, have, like, so	<b>*Secure previous unit high frequency words and teach:</b> Do, some, come, little, one, were	<b>*Secure previous unit high frequency words and teach:</b> There, what, when, out
<b>Grammar: Sentence</b>					

<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> 1) Write simple persuasive sentences 2) write simple sentences using an adjective 3) Write sentence describing the setting	<b>Build on previous units &amp; focus on:</b> 1) Combining words to write a beginning to story. 2) Write simple explanation using 'because'	<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'.

### 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. Use story maps to retell orally to support writing by: 1)Using repeated refrains 2)Repeated story language 3) Create persuasive arguments.	<b>Build on previous units &amp; focus on:</b> Sequencing sentences to form short narratives. Use story maps to retell orally to support writing by: 1)Using role play to act out the sections 2)Exploring explanation	<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 Full stops	<b>Build on previous units &amp; focus on:</b> Letter formation Separation of words with spaces Capital letters 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

