

## Writing progression map Nursery & Reception

Strategy	Nursery	Reception
<b>1</b> <b>Speaking</b>	<p>I can use a wide range of vocabulary. <i>CL3</i></p> <p>I can sing a large repertoire of songs. <i>CL6</i></p> <p>I know many rhymes, can talk about familiar books, and be able to tell a long story. <i>CL7</i></p> <p>I can develop my communication, but I may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. <i>CL8</i></p> <p>I am developing my pronunciation but may have problems saying: <i>CL9</i></p> <ul style="list-style-type: none"> <li>- Some sounds: , j, th, ch, and sh</li> <li>- Multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</li> </ul> <p>I can use longer sentences of four to six words. <i>CL10</i></p> <p>I can express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. <i>CL11</i></p> <p>I can start a conversation with an adult or a friend and continue it for many turns. <i>CL12</i></p> <p>I can use talk to organise myself and my play: “Let’s go on a bus... you sit there... I’ll be the driver.” <i>CL13</i></p>	<p>I can ask questions to find out more and to check I understand what has been said to me. <i>CL4</i></p> <p>I can articulate my ideas and thoughts in well-formed sentences. <i>CL5</i></p> <p>I can connect one idea or action to another using a range of connectives. <i>CL6</i></p> <p>I can describe events in some detail. <i>CL7</i></p> <p>I can talk to help work out problems and organise thinking and activities; explaining how things work and why things happen. <i>CL8</i></p> <p>I can talk to help work out problems and organise thinking and activities; explaining how things work and why things happen. <i>CL8</i></p> <p>I can develop social phrases. <i>CL9</i></p> <p>I can retell the story, once I developed a deep familiarity with the text; some as exact repetition and some in my own words <i>CL12</i></p> <p>I can use new vocabulary in different contexts. <i>CL13</i></p> <p><b><i>I can participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. S1</i></b></p> <p><b><i>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. S2</i></b></p> <p><b><i>I can express my ideas and feelings about my experience using full sentences, including use of past, present, and future tenses and make use of conjunctions, with modelling and support from my teacher. S3</i></b></p>
<b>2</b> <b>Fine Motor</b>	<p>I can use one-handed tools and equipment, for example, making snips in paper with scissors. <i>FM1</i></p> <p>I can use a comfortable grip with good control when holding pens and pencils. <i>FM2</i></p> <p>I can show a preference for a dominant hand. <i>FM3</i></p>	<p>I am developing the foundations of a handwriting style which is fast, accurate and efficient. <i>PD11</i></p> <p>I am developing my small motor skills so that I can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, brushes, scissors. <i>PD43B</i></p> <p><b><i>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. FM1</i></b></p> <p><b><i>I can use a range of small tools, including scissors, paint brushes and cutlery. FM2</i></b></p> <p><b><i>I can begin to show accuracy and care when drawing. FM3</i></b></p>
<b>3</b> <b>Writing</b>	<p>I can use some print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. <i>W1</i></p> <p>Write some or all of their name. <i>W2</i></p> <p>Write some letters accurately. <i>W3</i></p>	<p>I can form lower-case and capital letters correctly <i>L7</i></p> <p>I can spell words by identifying the sounds and then writing the sound with letter/s <i>L8</i></p> <p>I can write short sentences with words with known sound-letter correspondence using a capital letter and a full stop <i>L9</i></p> <p>I can re-read what I have written to check that it makes sense <i>L10</i></p> <p><b><i>I can write recognisable letters, most of which are correctly formed W1</i></b></p>

***I can spell words by identifying sounds in them and representing the sounds with a letter or letters***

W2

***I can write simple phrases and sentences that can be read by others*** W3