

Reception Road to Writing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Stage of Development	Early Mark Maker	Controlled Mark Maker	Early Phonic Writer	Phonic Writer	Secure Writer	Independent Writer
What the Child Does	Engages in sensory and large scale mark making. Mark makes with intent. Verbally assigns meanings to marks Recognises own name and familiar print	Uses a tripod grip with increasing control Forms some recognisable letters often from own name Attempts to write labels and captions within play	Write simple CVC words using known sounds Writes short phrases or captions Begins to leave spaces between words (inconsistent) Shows an awareness of common exception words in their writing	Write simple sentences that can be read back Uses phonics to spell unfamiliar words Shows an awareness of capital letters and full stops Begins to use common exception words in their writing	Writes with increased stamina Shows and increasing awareness of capital letters and full stops Increasing accuracy when forming letters Uses some common exception words in their writing	Write sentences that are clearly readable by others Uses some capital letters and full stops with support Uses phonics and common exception words in writing
Focus Teaching and Modelling	Phonics-Revise Basic 1 Squiggle while you Wiggle Dough Disco Penpals Book 1 Model correct posture and pencil grip	Phonics- Basics 2 Funky fingers Squiggle while you Wiggle Drawing Club - Model writing for purpose Topic - Opportunities for a variety of independent writing Handwriting - Explicit modelling of pencil grip and letter orientation - Matched to phonic progression	Phonics-Basics 2/3 dependent on ability Drawing Club - Model writing for purpose Topic - Opportunities for a variety of independent writing Handwriting matched to phonic progression	Phonics-Basics 2/3 dependent on ability Drawing Club - Model writing for purpose - Model use of full stops and capital letters Topic - Opportunities for a variety of independent writing Handwriting matched to phonic progression	Phonics-Basics 2/3/4 dependent on ability Drawing Club - Model writing for purpose Topic - Opportunities for a variety of independent writing Handwriting matched to phonic progression	Phonics-Basics 2/3/4 dependent on ability Drawing Club - Model writing for purpose Topic - Opportunities for a variety of independent writing Handwriting matched to phonic progression
Adult Support and Practice	Provide daily gross motor activities (indoor and outdoor) Develop a dialogue with children about the marks	Daily fine motor activities to provide strength and stamina.	Support children to hear and isolate sounds Provide adult support to extend writing	Encourage rereading and oral rehearsal Encourage phonetically plausible spellings.	Model longer sentences Encourage self-checking	Encourage confidence and independence Encourage self-checking

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	they make and value their attempts. Use name cards, pegs, wow wall and self-registration	Provide meaningful writing opportunities in provision. Model oral segmenting before writing. Support with orientation and formation of letters.	Provide resources to support the use of finger spaces. Support with orientation and formation of letters.	Support with orientation and formation of letters alongside use of finger spaces.	Revisit correct letter formation when within continuous provision	Reinforce continuous provision
Birth to 5 Matters links	<i>Physical Development-Range 6</i> - Handles tools, objects, construction and malleable materials safely and with increasing control and intention - Shows a preference for a dominant hand - Begins to use anticlockwise movement and retrace vertical lines . - Begins to form recognisable letters independently <i>Literacy-Range 5</i> - Knows that print carries meaning and, in English, is read from left to right and top to bottom - Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital	<i>Physical Development-Range 6</i> Uses a pencil and holds it effectively to form recognisable letters, some of which are correctly formed <i>Literacy-Range 6</i> - Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together - Starts to develop phonic knowledge by linking sounds to letters. - Uses their developing phonic knowledge to write things such as labels and captions <i>Communication and Language-Range 6</i>	<i>Physical Development-Range 6</i> Uses a pencil and holds it effectively to form recognisable letters, some of which are correctly formed <i>Literacy-Range 6</i> - Uses their developing phonic knowledge to write things such as captions and simple sentences - Starts to develop phonic knowledge by linking sounds to letters. naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name <i>Communication and Language-Range 6</i>	<i>Physical Development-Range 6</i> Uses a pencil and holds it effectively to form recognisable letters, many of which are correctly formed <i>Literacy-Range 6</i> - Uses their developing phonic knowledge to write things such as simple sentences - Starts to develop phonic knowledge by linking sounds to letters. naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence. <i>Communication and Language-Range 6</i>	<i>Physical Development-Range 6</i> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed <i>Literacy-Range 6</i> - Uses their developing phonic knowledge to write things such as simple sentences - Starts to develop phonic knowledge by linking sounds to letters. naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence.	<i>Physical Development-Statutory ELG: Fine Motor Skills</i> Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; <i>Literacy-Statutory ELG: Writing</i> Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. <i>Communication and Language-Statutory ELG: Speaking</i> Offer explanations as to why things might happen, making use of

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	screens and environmental print) Range 6 • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology <i>Communication and Language</i> Range 6 • Uses talk to organise, sequence and clarify thinking.	• Uses talk to organise, sequence and clarify thinking	• Builds up vocabulary that reflects the breadth of their experiences	• Extends vocabulary, especially when grouping and naming, exploring the meanings and sounds of new words.		recently introduced vocabulary. Express their ideas and feelings ability their experiences using full sentences.
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Supporting the Lowest 20% Reception

Children identified as the lowest 20% are supported through:

- Increased fine and gross motor opportunities
- Adapted resources and scaffolding
- Repetition, overlearning, and consistent modelling
- Small group or one-to-one intervention

Progress is monitored through observations, writing samples, and termly assessment against the ELG.