

# Progression in Reading & Writing– EYFS

Also see Physical Development

Name writing and self portrait assessment– pencil grip photo– log on planning

## Autumn

Writing Book Evidence– each h/t  
Proud Cloud (x1)  
Phonics session work (x2)  
PRT– focus activity (x1)  
Letter Formation  
Guided topic activity

Visit library weekly

### Bedtime Stories Workshop

–‘Supporting your child with Phonics and Early Reading’.

Weekly Dough-gym

Collaborative letter formation

‘Funky Finger’ provision: peg boards, small construction such as Lego, tessellation tiles, CP enhancements (topic related)

Spelling test (Letter Formation)

Daily name writing

Construction Area: Name writing—model on shelf

Playdough Area: Using tools– Cutters Rolling pins Knives

Formal Phonics begins: send ‘Reading in Reception leaflet’ to parents. Children receive reading book, words and phonics.

Teaching of Phonics begins: -Little Wandle

## Start Reception

Hand grip guide & Name writing proforma given to parents

Name writing and self portrait assessment– pencil grip photo– log on planning

Spelling test (Rhyming string)

Writing Assessment and Moderation

Construction Area: Model creating plans/ designs—large whiteboard in area.

Also see Physical Development

## Spring

Writing Book Evidence– each h/t  
Proud Cloud (x3)  
Phonics session work (x2)  
PRT– focus activity (x1)  
Letter Formation  
Guided topic activity

Collaborative letter formation

### Writing in Reception Workshop

Children share writing books  
Leaflet ‘Writing in Reception’.

Playdough Area: Focus– Diner inc writing opportunities -menus

Spelling test (Capital letter formation)

## Summer

Dairy writing homework inc writing prompts

Name writing and self portrait assessment– pencil grip photo– log on planning

### Writing Book Evidence– each h/t

Proud Cloud (x3)  
Phonics session work (x2)  
PRT– focus activity (x1)  
Letter Formation  
Guided topic activity

Collaborative letter formation

Spelling test (Words inc Di-graphs)

Diary writing– daily. Supporting independence with writing. Link: Topic e.g. Dinosaur antics

Writing on lines in writing books and in larger groups

Writing Assessment and Moderation- With Year 1 teachers

Transition to Year 1

Autumn 1	Phase 2 Graphemes	New Tricky Words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	i
Week 5	h b fl	the
Children are on track if they can:	GPCs: s a t p i n m d g o c k ck e u r h b fl Oral blend: h-a-t d-u-ck c-u-p	
Autumn 2		
Phase 2 Graphemes	New Tricky Words	
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu +words with /s/ added at the end (hats sists)	go no to into
Week 4	ch	
Week 5	sh th ng nk	she push* he of
Week 5	Words with /s/ added at the end (hats sists) Words ending s/z (his) and with s/z/ added at the end (bags)	we me be
Children are on track if they can:	GPCs: ff ll ss j v w x y z zz qu ch sh th ng nk (including previous sounds) Words: wag jam thing pink box buzz quick yes shop chip	go she of the has

Spring 1		
Phase 3 Graphemes	New Tricky Words	
Week 1	ai ee igh oa	
Week 2	oo oa ar or	was they you
Week 3	ur ow oi ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	Longer words	
Children are on track if they can:	GPCs: ai ee igh oa oo oo ar or ur ow oi ear air er Words: rain curl light chair ladder cool born wood town hear deep boat join hard rabbit	was you by they are
Spring 2		
Phase 3 Graphemes	New Tricky Words	
Week 1	Review Phase 3: ai ee igh oa oo ar or ur ow oi ear	
Week 2	Review Phase 3: ar air words with double letters, longer words	Review all previous taught tricky words.
Week 3	words with two or more digraphs	
Week 4	longer words, words ending in -ing, compound words	
Week 5	longer words, words with s in the middle /z/s, words ending with -s, words ending with -es at end /z/	
Children are on track if they can:	GPCs: ai ee igh oa oo ar or ur ow oi ear er air Words: pocket helmet powder carpark poison seven shark wooden flights cheeps shimmer singer zooming torches waiting	be sure into all my

Summer 1		
Phase 4	New Tricky Words	
Week 1	short vowel CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVC CCVC CCVC	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /d/ /ed/, -est	out today
Children are on track if they can:	Words: went dress frog grand swimming best finger string tantrum children shrink twist sprint forest stamped	some like said were have
Summer 2		
Phase 4 graphemes	No new tricky words	
Week 1	long vowel sounds CVCC CCVC	
Week 2	long vowel sounds CCVC CCVC CCVC	Review all taught so far
Week 3	phase 4 words ending -s /s/ phase 4 words ending -z /z/ phase 4 words ending -es	Secure spelling
Week 4	root words ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/	
Week 5	phase 4 words ending in: -s /s/, -z /z/, -es longer words	
Children are on track if they can:	Words: bright clear crowds sprain morning sport spoilt streets perfect jumping spoon boasts presses	do little today so there what here says out one