

Reception Progression in Writing 2026 - 27

Autumn 1

Composition	Transcription (spelling)	Vocabulary, grammar and punctuation	Handwriting	Phonics																									
*Able to use talk to link ideas (C&L) *Orally join sentences using connectives like 'and' and 'because' (C&L) *Listen to and talk about stories to build familiarity and understanding (C&L) *Give meaning to marks	*Hear and say initial sounds in words *Link sounds to letters *Write initial sounds *Orally blend CVC words *Copy some/all of their name or write it from memory DM 3-4 years – use some of their print and letter knowledge in their early writing eg. 'm' for Mummy DM 3-4 years – write some or all of their name	*Understand the terms; sound, phoneme, digraph, letter, grapheme, word, tricky word and sentence	*Hold one handed tools with support– eg. squeeze scissors, paintbrushes *Use scissors to make snips in paper *Show a preference for hand *Begin to hold a pencil correctly	Autumn 1 Phase 2 Graphemes The first 2 weeks of September, the children will be attending school on a <u>part time</u> basis. During this time, they will be completing baseline assessments and consolidating Phase 1. PHASE 1 <table><tr><td>Week 1</td><td>Environmental sounds, Instrumental sounds and body sounds</td></tr><tr><td>Week 2</td><td>Rhythm and Rhyme and Oral blending</td></tr></table> <i>Phase 1 Skills continue to be taught alongside phase 2 sounds. Activities and games are implemented from phase 1 whilst learning phase 2 phonemes.</i> PHASE 2 <table><tr><td>Week 2 (from 11.9.26)</td><td>Set 1</td><td>s</td></tr><tr><td>Week 3</td><td>Set 1/2</td><td>a, t, p, i</td></tr><tr><td>Week 4</td><td>Set 2/3</td><td>n, m, d, g</td></tr><tr><td>Week 5</td><td>Set 3/4</td><td>o, c, k, ck</td></tr><tr><td>Week 6</td><td>Set 4/5</td><td>e, u, r, h</td></tr><tr><td>Week 7</td><td>Set 5</td><td>b, f, ff, l,</td></tr><tr><td>Week 8</td><td>Set 5</td><td>ll, ss and revisit</td></tr></table> *ASSESSMENT WEEK	Week 1	Environmental sounds, Instrumental sounds and body sounds	Week 2	Rhythm and Rhyme and Oral blending	Week 2 (from 11.9.26)	Set 1	s	Week 3	Set 1/2	a, t, p, i	Week 4	Set 2/3	n, m, d, g	Week 5	Set 3/4	o, c, k, ck	Week 6	Set 4/5	e, u, r, h	Week 7	Set 5	b, f, ff, l,	Week 8	Set 5	ll, ss and revisit
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Reception Progression in Writing 2026 - 27

Autumn 2

Composition	Transcription (spelling)	Vocabulary, grammar and punctuation	Handwriting	Phonics																					
* Articulate my ideas and thoughts in well-formed sentences (C&L) *Connect one idea or action to another using a range of connectives (C&L) *Describe main story setting, events and characters (C&L) *Generate and dictate an idea for an adult to record	*Link letters to sounds *Write all of name with most letters formed correctly *Begin to orally segment words with support *Write some phase 2 graphemes *Write initial sounds *Write letter strings containing some relevant letters *Build CVC words - DM Children In Reception *Spell words by identifying the sounds and then writing the sound with letter/s	*Continue to understand the terms; sound, phoneme, digraph, letter, grapheme, word, tricky word and sentence *Develop understanding of the term 'finger space'	*Hold one handed tools with increased independence – eg. squeeze scissors, paintbrushes *Use scissors to cut a continuous straight line *Develop pencil grip so that it is becoming a more standard grip. Use pencil grips to support if necessary. *Form some letters correctly (taught sounds)	Autumn 2 Phase 3 Graphemes PHASE 3 <table><tr><td>Week 1</td><td>Set 6</td><td>j v w x (ks)</td></tr><tr><td>Week 2</td><td>Set 7</td><td>y z zz qu (kw)</td></tr><tr><td>Week 3</td><td>Consonant Blends</td><td>ch sh th th</td></tr><tr><td>Week 4</td><td></td><td>ng nk ai ee</td></tr><tr><td>Week 5</td><td>Vowel Digraphs</td><td>igh oa oo oo</td></tr><tr><td>Week 6</td><td></td><td>ar or ur ow</td></tr><tr><td>Week 7</td><td></td><td>oi ear air ure</td></tr></table> ASSESSMENT WEEK	Week 1	Set 6	j v w x (ks)	Week 2	Set 7	y z zz qu (kw)	Week 3	Consonant Blends	ch sh th th	Week 4		ng nk ai ee	Week 5	Vowel Digraphs	igh oa oo oo	Week 6		ar or ur ow	Week 7		oi ear air ure
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Reception Progression in Writing 2026 - 27

Spring 1

Composition	Transcription (spelling)	Vocabulary, grammar and punctuation	Handwriting	Phonics												
*Retell a story, once they have developed a deep familiarity including story language and the sequence of a text (C&L) *Describe events in some detail (C&L) *Listen to and talk about stories to build familiarity and understanding (C&L) *Order words to build a sentence *Retell stories using taught story language	*Use phoneme fingers to segment all the sounds in phase appropriate words *Write Phase 2 and some Phase 3 CVC words *Write some phase 2 tricky words *Make phonetical attempts at words *Write dictated captions with phase 2 tricky words DM Children In Reception *Spell words by identifying the sounds and then writing the sound with letter/s	*Know letter names and alphabet *Understand the terms capital letters, full stops and finger space *Begin to show an awareness of finger spaces *Recognise some capital letters and lower case letters	*Hold one handed tools independently– eg. squeeze scissors, paintbrush *When using scissors, begin to use other hand to start to turn page whilst cutting *Use scissors to cut various style of lines eg. zigzag, wavy *Develop a more standardised pencil grip – moving towards a static tripod grip *Develop the foundations of a handwriting style which is fast, accurate and efficient *Form letters of a consistent size *Write most phase 2 graphemes correctly DM Children In Reception *Form lower case and capital letters correctly	Spring 1 Phase 3 Graphemes After phase 3 has been taught, the graphemes are explored in more depth as teaching focuses on two graphemes a week. One day is spent on blending the grapheme and the following day focuses on segmenting it. <table><tr><td>Week 1</td><td>er j</td></tr><tr><td>Week 2</td><td>v w</td></tr><tr><td>Week 3</td><td>x y</td></tr><tr><td>Week 4</td><td>z zz</td></tr><tr><td>Week 5</td><td>qu ch</td></tr><tr><td>Week 6</td><td>sh th</td></tr></table> ASSESSMENT WEEK	Week 1	er j	Week 2	v w	Week 3	x y	Week 4	z zz	Week 5	qu ch	Week 6	sh th
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Reception Progression in Writing 2026 - 27

Spring 2

Composition	Transcription (spelling)	Vocabulary, grammar and punctuation	Handwriting	Phonics										
*Articulate ideas in well-formed sentences (C&L) *Connect ideas or action in another using a range of connectives (C&L) *Retell a story, including story language and the sequence of a text (C&L) *Read back what has been written *Begin to use descriptive language	*Apply some phase 3 graphemes in independent writing *Start to record short, simple captions/sentences by segmenting unfamiliar words in dictated sentences *Write and spell phase 2 and some phase 3 common exception words correctly - DM Children In Reception *Write short sentences with words with known letter-sound correspondences using capital letters and full stops	*Understand the terms capital letters, full stops and finger space *Understand the terminology – vowel, consonant, trigraph, adjective *Begin to include finger spaces between words *Recognise some capital letters and lower-case letters	*Hold one handed tools independently– eg. standard scissors, paintbrush *When using scissors, uses other hand to start to turn page whilst cutting *Hold a pencil correctly *Start to form lower-case letters and capital letters correctly - DM Children In Reception *Form lower case and capital letters correctly	Spring 2 Phase 4 Children will continue to consolidate their knowledge of phase 2 and 3 graphemes. Each week children will continue to focus on two graphemes, learning to apply their knowledge to reading and writing. <table><tr><td>Week 1</td><td>ng nk</td></tr><tr><td>Week 2</td><td>ai ee</td></tr><tr><td>Week 3</td><td>igh oa</td></tr><tr><td>Week 4</td><td>oo oo</td></tr><tr><td>Week 5</td><td>ar or</td></tr></table> ASSESSMENT WEEK	Week 1	ng nk	Week 2	ai ee	Week 3	igh oa	Week 4	oo oo	Week 5	ar or
Week 1	ng nk													
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Reception Progression in Writing 2026 - 27

Summer 1

Composition	Transcription (spelling)	Vocabulary, grammar and punctuation	Handwriting	Phonics														
*Retell a story, with a deep familiarity (C&L) *Listen to stories, accurately anticipating key events and respond to what they hear (C&L) *Express ideas and feelings about their experiences using full sentences (C&L) *Create a poster	*Make accurate attempts at words including words with adjacent consonants *Segment unfamiliar words to write dictated short sentences *Spell phase 2 and 3 tricky words correctly DM Children In Reception *Write short sentences with words with known letter-sound correspondences using capital letters and full stops	*Begin to use a capital letter, finger spaces and a full stop for sentences	*Hold one handed tools independently– eg. standard scissors, paintbrush *Uses scissors to cut out shape, turning the paper with the other hand *Hold a pencil correctly *Begin to form most letters correctly and consistently *Form lower-case letters and capital letters correctly DM Children In Reception *Form lower case and capital letters correctly	Summer 1 Graphemes Children will continue to consolidate their knowledge of phase 2 and 3 graphemes. Each week children will continue to focus on two graphemes, learning to apply their knowledge to reading and writing. <table><tr><td>Week 1</td><td>ur ow</td></tr><tr><td>Week 2</td><td>oi ear</td></tr><tr><td>Week 3</td><td>air ure</td></tr><tr><td>Week 4</td><td>er revisit</td></tr></table> The children have had time to revisit all their phase 3 graphemes at a slower, more in depth pace. Each session focused on one specific phoneme. They will now further consolidate their knowledge of phase 3/4 letter sounds by working with a broader range of phonemes each session. This will require the children to apply their knowledge as opposed to relying on the fact that the words they are reading/writing <table><tr><td>Week 5</td><td>qu ch sh th</td></tr><tr><td>Week 6</td><td>th ng nk ai</td></tr><tr><td>Week 7</td><td>ee igh oa oo</td></tr></table> contain the day's focus phoneme. (to continue into Summer 2) ASSESSMENT WEEK	Week 1	ur ow	Week 2	oi ear	Week 3	air ure	Week 4	er revisit	Week 5	qu ch sh th	Week 6	th ng nk ai	Week 7	ee igh oa oo
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Summer 2

Composition	Transcription (spelling)	Vocabulary, grammar and punctuation	Handwriting	Phonics												
*Describe events in some detail (C&L) *Listen attentively and respond to what they hear with relevant questions, comments and actions (C&L) *Re read what has been written to check that it makes sense *Start to introduce features that make writing more engaging and cohesive for the reader eg. adjectives, story language, the connective ‘and’	ELG – Spell words by identifying sounds in them and representing the sounds with letter or letters ELG – Write simple phrases and sentences that can be read by themselves and others	*Edit writing, ensuring each sentence has a capital letter, finger spaces and a full stop	*Use a range of small tools, including scissors, paintbrushes and cutlery *Uses scissors to cut out shapes with increased accuracy, turning the paper with the other hand *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases *Form lower-case letters and capital letters correctly ELG – Write recognisable letters, most of which are correctly formed	Summer 2 Graphemes Children will continue to consolidate their phonic knowledge of phase 2 - 4 letters and sounds to ensure that this is embedded ready for Year One. <table><tr><td>Week 1</td><td>oo ar or ur</td></tr><tr><td>Week 2</td><td>ow oi ear air</td></tr><tr><td>Week 3</td><td>ure er</td></tr></table> The children will be exposed to the beginning Phase 5 alternate graphemes for reading. <table><tr><td>Week 5</td><td>ay ou ie ea</td></tr><tr><td>Week 6</td><td>oy ir ue aw</td></tr><tr><td>Week 7</td><td>wh ph ew oe</td></tr></table> ASSESSMENT WEEK +Phonics Screening (_/20)	Week 1	oo ar or ur	Week 2	ow oi ear air	Week 3	ure er	Week 5	ay ou ie ea	Week 6	oy ir ue aw	Week 7	wh ph ew oe
Week 1	oo ar or ur															
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