

# LITERACY

## Writing

### Skills

### Nursery Progression

### Reception Progression

### LINKS TO NCET Curriculum

#### Transcription -Spelling

Add some marks to their drawings, which they give meaning to. For example: "That says mummy"

Make marks on their picture to stand for their name  
  
Mock handwriting and mock letters

Write letter strings

Write some or all of their name. This might be copied, and some letters may be written the wrong way round

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'c' for carrot

Invented spelling – write the first and last letter/ sound which signifies the whole word

Spell three letter and four-letter words by identifying sounds in them and representing the sounds with a letter or letters

Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters.  
  
Spells Phase 2 tricky words correctly

Write short sentences using known letter-sound correspondences  
  
Spells Phase 2 and Phase 3 tricky words correctly  
  
Say a sentence, write and read it back to check it makes sense

Spell:  
1. words containing each of the 40+ phonemes already taught  
2. common exception words  
3. the days of the week  
  
Name the letters of the alphabet:  
1. naming the letters of the alphabet in order  
2. using letter names to distinguish between alternative spellings of the same sound  
  
Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



Scissor Grasp



Inferior Pincer Grasp



Pincer Grasp



Fine Pincer Grasp



Palmer Grasp

Digital Grasp

Modified Tripod Grasp



Dynamic Tripod Grasp



#### Transcription -Handwriting

Scribbles made of lines

Imitate and copy patterns such as dots, straight lines, curved lines, swirls, 'castle tops' and cross shapes

Show a preference for a dominant hand

Begin to form some or all of the letters in their name correctly

Learn how to write the letters during handwriting sessions. Letter writing reinforced by the vocabulary of movement.  
  
Skywrite letters first. Children then introduced to smaller, more controlled writing e.g. use of whiteboards during handwriting sessions









Use knowledge of handwriting families to remember the starting points and subsequent movements of letters. This is particularly effective in discriminating b from d

Begin to form lower-case and capital letters correctly








Write recognisable letters, most of which are correctly formed

Sit correctly at a table, holding a pencil comfortably and correctly.  
  
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.  
  
Form capital letters.  
  
Form digits 0-9.  
  
Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.

# PHYSICAL DEVELOPMENT

Skills	Nursery Progression						Reception Progression		Links to KS1 Curriculum										
Pencil grasp	 Scissor Grasp	 Inferior Pincer Grasp	 Pincer Grasp	 Fine Pincer Grasp	 Palmer Grasp	 Digital Grasp	 Modified Tripod Grasp	 Dynamic Tripod Grasp											
Fine Motor Skills	Moulding skills			The discovery stage: Piled and stacked shape and clumps. Very little detail. Lots of squishing, pinching and <u>poking</u> , pounding and hitting of playdough pieces with hands and tools			The shape and form stage: Simple, recognisable forms. More detail such as mouth and eyes. Beginning of "rolling" coiled, snake-like forms. Beginning to make balls. Rolling out and cutting out of forms from cookie cutters and "pretending"			Schematic stage: Standing forms and objects. Attention to the details. Making balls and three dimensional shapes. Designs that have patterns and repetitions. Using basic forms to create people and things in vertical position		Sit correctly at a table, holding a pencil comfortably and correctly  Begin to form lower-case letters in the correct direction, starting and finishing in the right place  Form capital letters  Understand <u>which</u> letters belong to which handwriting 'families' ( <u>i.e.</u> letters that are formed <u>in</u> similar ways and to practise these)							
	Scissors skills		Use two hands to open and close scissors		Holds scissors with thumb and four fingers		Chops scrap paper into smaller pieces		Makes snips into the edges of paper		Cuts fairly straight lines across paper		Holds scissors using thumb and one finger		Cuts angles		Cuts curves and circles		
	Cutlery skills		Eat independently using a spoon			Begin to hold <u>item</u> with fork and cut soft food with knife. May need 'hand over <u>hand</u> ' support. Some tearing of tougher foods with knife and fork			Coordinate two hands together and be able to carry out different actions with either <u>hand</u> independently on both soft and tough foods (holding item with fork and cutting with knife)										

# PHYSICAL DEVELOPMENT

Skills	Nursery Progression			Reception Progression			Links to KS1 Curriculum		
Fine Motor Skills	Pencil grasp								
	Handwriting Skills	Show a preference for a dominant <u>hand</u>			Use core muscle strength to achieve a good posture <u>when</u> sitting at a table or sitting on the floor. Good posture when at the table means feet on the floor, bottom to back of <u>chair</u> and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips				

NB: Managing-self progression in PSED skills progression and drawing progression in EAD skills progression

# LITERACY

Skills	Nursery Progression			Reception Progression			LINKS TO RSE Curriculum	
<b>Punctuation and Grammar</b>				Introduction to capital letters, finger spaces and full stops through the use of stories, poems, text maps, letters etc.			Develop their understanding of the concepts set out in English Appendix 2 by: 1. leaving spaces between words 2. beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	
				Understand when we need to use capital letters and full stops.				Begin to use capital letters, finger spaces and full stops when writing sentences.
<b>Text Structure – T4W Link and Link to Reception Long Term Plan</b>	Repeat words and phrases from familiar stories	Begin to take part in whole class retelling of text map	Begin to understand beginning, middle and end	All children take part in whole class retelling of text map	Retell simple 5-part story: 1. Once upon a time... 2. First/Then/Next 3. But 4. So/Finally 5. Happily, ever after NB: This will be revisited throughout the year	Recount writing – Learn and retell simple recounts Children to learn that recounts: -Retell experiences in sequence -Use the past tense -Use time connectives NB: This will be revisited throughout the year	Instruction Writing – Learn and retell simple instructions Children to learn that instructions use: -A title -Time connectives. -Short, clear direct sentences -Imperative (bossy) language NB: This will be revisited throughout the year	Factual writing – Learn and retell simple information texts Children to learn that information texts include: -A title -Subheadings -Simple factual sentences based around a theme -Complete sentences with the correct punctuation and simple conjunctions
							See Pie Corbett's Talk for Writing teaching guide for progression in writing year by year -  <a href="https://www.talk4writing.com/wp-content/uploads/2015/09/Progression-Updated-2015.pdf">https://www.talk4writing.com/wp-content/uploads/2015/09/Progression-Updated-2015.pdf</a>	