

	Nursery	Reception
Phonic and whole word spelling	<ul style="list-style-type: none"> <li>• 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; writing 'm' for mummy.</li> </ul>	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> </ul>
Transcription Handwriting	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Form lower case and capital letters correctly.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
Planning writing/Talk for writing	<ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>• Develop their communication, ( may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.)</li> <li>• Use longer sentences of four to six words.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe events in some detail.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>• Invent, adapt and recount narratives and stories with peers and teachers.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>
Drafting writing	<ul style="list-style-type: none"> <li>• 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; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> </ul>	<ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
Editing writing		<ul style="list-style-type: none"> <li>• Re-read what they have written to check it makes sense</li> </ul>
Performing	<ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn rhymes, poems and songs.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>
vocabulary	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day and in different contexts</li> <li>• make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
Grammar		<ul style="list-style-type: none"> <li>• use past, present and future tenses and make use of conjunctions, with modelling and support from their teacher.</li> </ul>
Punctuation		Use capital letters and full stops
Grammatical terminology		Full stop, capital letter,