Progression in Reception/PI

The following chart gives an overview of the 'Revisit' and 'New Learning' objectives that are covered across Reception/PI, as well as the frequency with which they are taught. Objectives that are introduced towards the end of the year are covered again in Year I/P2.

The first Mission in Reception/PI has been created for teaching in the second half of the autumn term, leaving the first half term free for children to settle in. It is assumed that at the start of Mission I in Reception/PI, most children will be able to:

▶ use one-handed tools to mark make

▶ show some control in mark making

▶ produce some recognizable letters

▶ copy over/under a model

▶ speak using clear phrases and statements

▶ follow spoken instructions.

Teaching Progression for *Big Writing Adventures* – Reception/PI

Category	Teaching focus	Mission I	Mission 2	Mission 3	Mission 4
Developing talk	Speaking in clearly defined statements	✓	✓	✓	✓
	Using talk to experiment with rhyming words	✓	✓		
	Using talk to share ideas and opinions	✓	✓	✓	✓
	Using talk to recount experience (i.e. beginning with teacher modelling)			✓	✓
	Using talk to explore storyline and narrative	✓	✓		✓
	Using connectives to link ideas in talk	✓	✓	✓	✓
	Using sequencing words in talk to develop simple narratives (e.g. *first*, *last*, *next*, *before*, *after*)	✓	✓	✓	✓
	Using past, present and future forms accurately in talk			✓	✓
	Using question words in talk: *who*, *what*, *when*, *where*, *why*, *how*			✓	✓
	Extending vocabulary by exploring the meaning and sounds of new words	✓	✓	✓	✓
	Using the language of story-telling (e.g. *Once upon a time…/ One day…*)	✓			✓

Teaching Progression for *Big Writing Adventures* – Reception/PI (continued)

Category	Teaching focus	Mission I	Mission 2	Mission 3	Mission 4
Understanding purpose and audience	Understanding the different reasons for writing	✓	✓	✓	✓
	Understanding the purpose of familiar text forms		✓	✓	✓
Mark making and forming letters	Drawing lines and circles using gross motor movements	✓	✓		
	Using one-handed tools and equipment to make marks or shapes	✓	✓		
	Independent mark making	✓	✓	✓	✓
	Showing control in mark making	✓	✓	✓	✓
	Producing movements linked to letter formation (e.g. *l*, *c*, *r* and *z*)	✓	✓	✓	
	Holding and using a pencil correctly	✓	✓	✓	
	Differentiating between different letters and symbols	✓	✓		
	Naming letters of the alphabet		✓		
	Producing recognizable letters using the correct sequence of movements	✓	✓	✓	✓
Writing words and statements	Understanding one-to-one correspondence between the written and spoken word (e.g. *pointing at words*)		✓	✓	✓
	Writing groups of letters to represent meaning	✓	✓		
	Writing own first name	✓	✓		
	Using sound–symbol relationships to write words (phoneme/grapheme correspondence)	✓	✓	✓	
	Using sound-symbol relationships to write words containing digraphs (phoneme/grapheme correspondence)			✓	✓
	Explaining/reading what has been written			✓	✓
	Sequencing writing to read from left to right and top to bottom			✓	✓
	Leaving finger spaces between words		✓	✓	✓

Category	Teaching focus	Mission 1	Mission 2	Mission 3	Mission 4
Writing words and statements	Writing labels	✓	✓	✓	✓
	Writing lists			✓	
	Writing coherent statements or captions, applying phonic knowledge			✓	✓
	Writing messages and invitations		✓	✓	✓
	Writing a simple fact page				✓
	Writing instructions, directions and recipes				✓
	Writing a simple narrative				
	Identifying a full stop			✓	✓
	Spelling common, single-syllable words and known words correctly in writing		✓	✓	✓
	Writing simple language structures using pronouns, verbs and nouns (e.g. *I can…/ I like…*)			✓	✓
	Using talk to rehearse writing (i.e. beginning with teacher modelling)		✓	✓	✓
	Writing three or more simple sentences that can be read back and which make sense			✓	✓

Text Type Coverage for Reception/PI

The following text types are written outcomes of the four Missions in Reception/PI:

▶ Descriptive labels and captions
▶ Information signs
▶ Messages
▶ Invitations
▶ Lists
▶ Fact sheets
▶ A simple recount