



My Reception Learning Journey for Writing



I am working towards the expected standard for Reception (1)		Evidence (date)	
I can use some clearly identifiable letters to communicate meaning.			
I can write most of the letters of the alphabet from memory.			
I can segment the sounds in simple words (CVC) and blend them together.			
I can represent sounds (CVC) correctly and in sequence.			
I can write labels.			
I can write captions.			
I am beginning to write some irregular common words.			
I am beginning to write short sentences in meaningful contexts.			
I am working at the expected standard for Reception (2)		Evidence (date)	
ELG: I can use my phonic knowledge to write words in ways which match their spoken sounds			
ELG: I can write some irregular common words (tricky words) I, no, the, to, go, into.			
ELG: I can write simple sentences which I can read back to others.			
ELG: I can write simple sentences which can be read by others.			
I can write some irregular common words (Phase 3 tricky words) he, she, we, me, be, you, are, her, was, all, they, my			
I am beginning to use vowel digraphs to write words in ways which match their spoken sounds.(Phase 3)			
I am beginning to use vowel digraphs when writing sentences independently.(Phase 3)			
I am working at greater depth of the expected standard for Reception (3)		Evidence (date)	
I can use vowel digraphs when writing sentences independently. (Phases 3&4)			
I can use my phonic knowledge to spell phonically regular words of more than 1 syllable in ways that match their spoken sounds.			
I can write many irregular, high frequency words independently. (Phases 3&4)			
I can write longer pieces such as stories and letters independently and use key features of narrative in my writing.			