

Writing progression EYFS

Intent ... We Can, We Will

ALL Children Make Exceptional Progress



Literacy is the Key to Unlocking Learning



Fun with Memorable Moments



Feeling Safe and Ready to Learn



Empowered and Autonomous



Kind to Self and Others



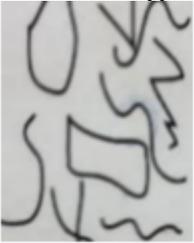
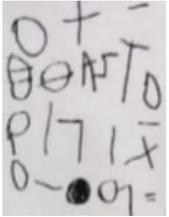
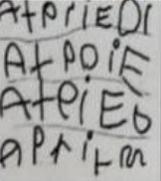
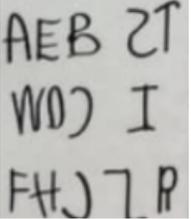
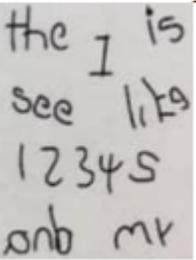
All Pupils



Progression of skills

Birth to Three					
Enjoy drawing freely.	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.	Develop manipulation and control.	Explore different materials and tools.	
Three and Four Year Olds					
Use some of their print and letter knowledge in their early writing.	Write some or all of their name	Write some letters accurately.	Use a comfortable grip with good control when holding pens and pencils.	Show a preference for a dominant hand.	
Reception					
Form lowercase and capital letters correctly	Spell words by identifying the sounds and then writing the sound with letter/s	. Re-read what they have written to check that it makes sense.	Write short sentences with words with known lettersound correspondences using a capital letter and full stop	Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	Develop the foundations of a handwriting style which is fast, accurate and efficient.

Making Marks

<p>I explore making marks, but I do not communicate meaning. Random scribbling</p> 	<p>I draw basic pictures. I use lines to look like writing. Left to right direction Begin to assign meaning</p> 	<p>I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name</p> 	<p>I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory</p>	<p>I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me. I often do not know what the words say.</p> 
--	---	---	--	--	--	--

Early Learning Goals

<p>Writing</p>	<p>Handwriting</p>
<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases</p>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery (3- 4 yrs)					
<p>Phonics: 7 aspects of sound discrimination - see reading progression</p> <p>Provide a range of mark making opportunities through use of 'Dough Stories'</p> <p>Develop gross and fine motor skills - see EYFS skills progression</p>					
<ul style="list-style-type: none"> • Meaning to mark making: draw themselves or familiar people • Gross motor activities focusing on upper body. 	<ul style="list-style-type: none"> • Mark making with different media • Name recognition • Gross motor activities focusing on upper body. 	<ul style="list-style-type: none"> • Meaning to mark making: draw their own story pictures. • Orally retell known story. • Listening games to hear the initial sounds in words. 	<ul style="list-style-type: none"> • Meaning to mark making: labelling pictures • Pencil grip and pressure 	<ul style="list-style-type: none"> • Meaning to mark making: list writing • Tripod pencil grip • Initial letter of name. 	<ul style="list-style-type: none"> • Meaning to mark making: retelling known story. • Correct formation of some letters. • Name writing using name tracing card

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception					
Provide a range of writing opportunities in all AOP through use of 'Drawing Club' Continue to provide opportunities to develop gross and fine motor skills in all AOP					
RWI Set IA / Set IB	RWI Set IC	RWI Ditty books	RWI Red storybooks	RWI Green storybooks	RWI Green storybooks
Key text Owl Babies	TfW text The Gruffalo NF: list writing	TfW text Supertato NF: report	TfW text Little Red Riding Hood NF: Instructions	TfW text Very Hungry Caterpillar NF: Fact writing	TfW text Emma Jane's Aeroplane NF: recount
<ul style="list-style-type: none"> Name writing Use of correct pencil grip Begin to form letters on a page with correct writing position. 	<ul style="list-style-type: none"> Shared writing: list writing Begin to use Fred Fingers to spell CVC words. Letter formation of lower-case letters. 	<ul style="list-style-type: none"> Shared writing: captions Use Fred Fingers to spell cvc words. Introduce red words for spelling. Introduce use of full stops. 	<ul style="list-style-type: none"> Shared writing: simple sentences Introduce use of capital letters. Hold a sentence. Handwriting - upper case 	<ul style="list-style-type: none"> Use of finger spaces Use of capital letters. Use of full stops Phonetically plausible spelling of green words. Spell some red words correctly. Begin to sequence sentences to form narratives. 	<ul style="list-style-type: none"> Independent sentence writing forming longer narratives Write CVCC / CCVC words accurately using Fred talk. Reading text for sense.