

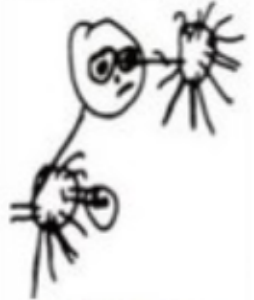



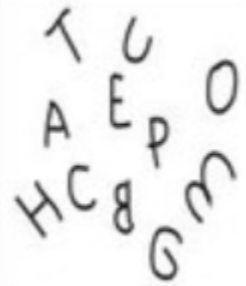

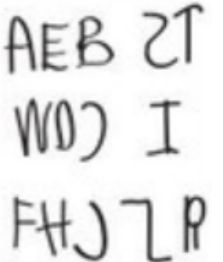
## EYFS Writing Progression

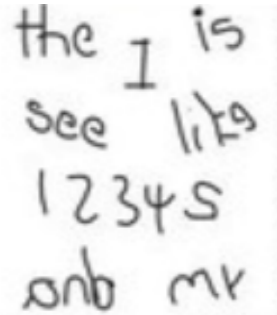
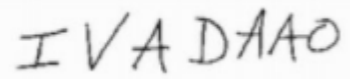
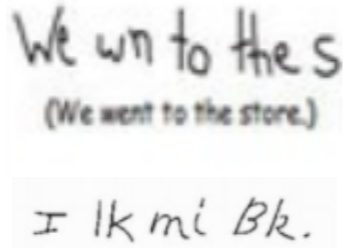
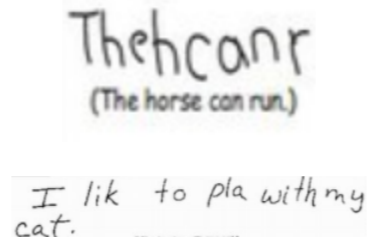
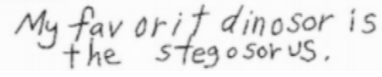
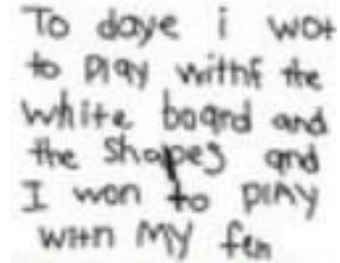
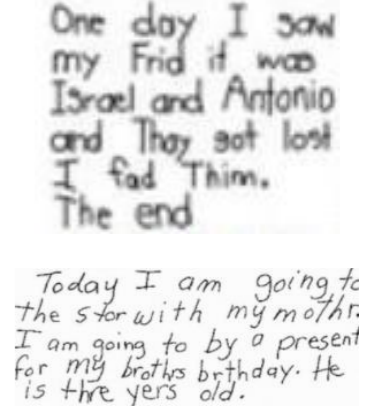
	Composition	Spelling	Handwriting
<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>- Talk to link ideas, clarify thinking and feelings.</li> <li>- Write their name by copying it from a name card or memory.</li> <li>- Begin to write some initial sounds.</li> </ul>	<ul style="list-style-type: none"> <li>- Orally segment sounds in CVC words, e.g. c-a-t.</li> <li>- Say the initial sounds in most words.</li> </ul>	<ul style="list-style-type: none"> <li>- Draws lines and circles.</li> <li>- Form some recognisable letters from name.</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>- Segment CVC words and attempting to write using taught sounds.</li> <li>- Begin to write short phrases with support. (the cat)</li> <li>- Know there is a sound/symbol relationship.</li> </ul>	<ul style="list-style-type: none"> <li>- Write own name.</li> <li>- Identify known letters to match initial sounds (phase 2).</li> <li>- Match some phase 2 letters and sounds (GPC)</li> <li>- Can write VC and some CVC words and labels with some support.</li> </ul>	<ul style="list-style-type: none"> <li>- Form letters from their name correctly.</li> <li>- Modelling comfortable pen grip.</li> <li>- Beginning to form other recognisable letters from Phase 2 phonics.</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>- Orally compose a 4–5-word phrase and hold it in memory.</li> </ul>	<ul style="list-style-type: none"> <li>- Orally segment and write VC and CVC words independently.</li> <li>- Begin to use some phase 3 digraphs in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Shows a dominant hand.</li> <li>- Write from left to right and top to bottom. Forming recognisable letters.</li> <li>- Modelling a tripod grasp.</li> <li>- Retrace vertical lines and working on improving anticlockwise movements.</li> <li>- Begin to control letter size.</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>- Writing short captions/phrases independently. (4-5 words)</li> <li>- Begin to write a simple sentence with support.</li> </ul>	<ul style="list-style-type: none"> <li>- Spell to write words independently using Phase 2 and some taught Phase 3 digraphs.</li> <li>- Spell some Superpower High Frequency words e.g., the, to etc independently.</li> </ul>	<ul style="list-style-type: none"> <li>- Holds a pencil effectively to form recognisable letters (all lowercase letters).</li> <li>- Starting to use Capital letters.</li> <li>- Begin to form clear ascenders and descenders.</li> <li>- Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to write when writing. Anticlockwise movements focussed.</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>- Developing the ability to write captions and short sentences independently.</li> <li>- Can read writing back to themselves.</li> </ul>	<ul style="list-style-type: none"> <li>- Spell words using knowledge of phase 3 and phase 3 graphemes. Attempting phase 4.</li> <li>- Make phonetically plausible attempts when writing more complex unknown words.</li> </ul>	<ul style="list-style-type: none"> <li>- Form most lower-case letters correctly.</li> <li>- Can include spaces between words.</li> <li>- Write more capital letters correctly.</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>- Write short sentences using a capital letter and full stop.</li> <li>- Write different text forms for different purposes (e.g., lists, simple stories, instructions).</li> <li>- They can read their own sentences and so can teachers.</li> </ul>	<ul style="list-style-type: none"> <li>- Spell words independently using Phase 2-Phase 4</li> <li>- Make phonetically plausible attempts when writing more complex unknown words.</li> <li>- Spell some Superpower High Frequency Words e.g., he, she, we, be, me independently.</li> </ul>	<ul style="list-style-type: none"> <li>- Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</li> <li>- Use finger spaces between their words independently.</li> </ul>

### Motor development for writing

Programme	Autumn 1	Autumn 2	Spring 1	Spring 2 onwards
<b>Squiggle Wiggle</b>	Arches, circles and spirals	Spirals and figure of 8 (vertical and horizontal).	Squares, diagonal lines, triangles.	Squiggle Wiggle used as an intervention.

## Early Writing Progression<sup>1</sup>

Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols	Letter strings move from L to R and move down the page	Separated by spaces to resemble different words	Picture tells a story to convey message
						

Early Phonemic Stage	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of common exception words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
Awareness of print, copied from surroundings.	Beginning and ending letters are used to represent words.		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	
						

<sup>1</sup> © Research from Heidi Butkus 2014