

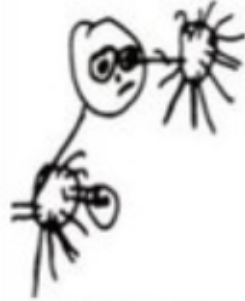



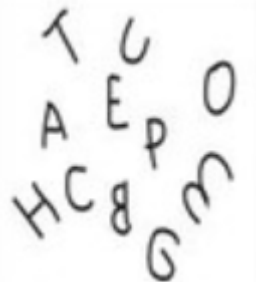

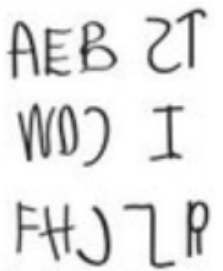
EYFS Writing Progression

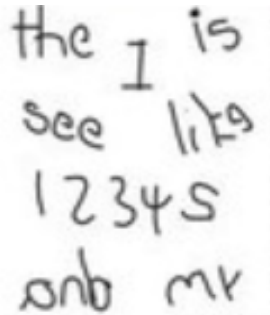
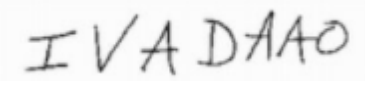
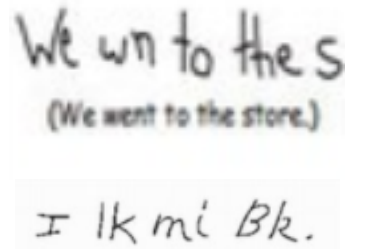

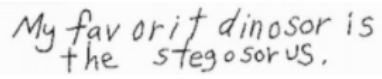
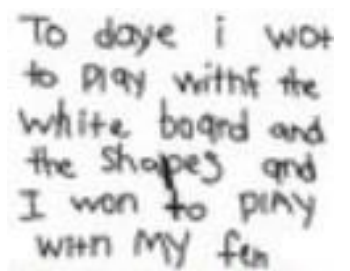
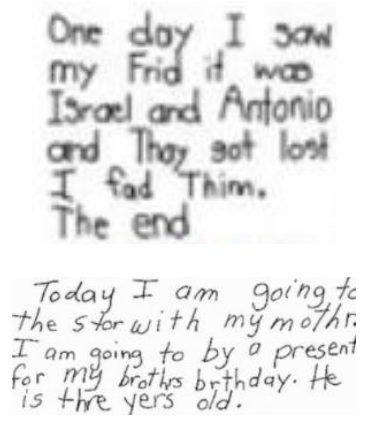
| | Composition | Spelling | Handwriting |
|-----------------|---|---|---|
| Autumn 1 | <ul style="list-style-type: none"> - Talk to link ideas, clarify thinking and feelings. - Write their name by copying it from a name card or memory. - Begin to write some initial sounds. | <ul style="list-style-type: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

Motor development for writing

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

Early Writing Progression¹

| 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. | |
|  |  |  |  |  |  |  |