



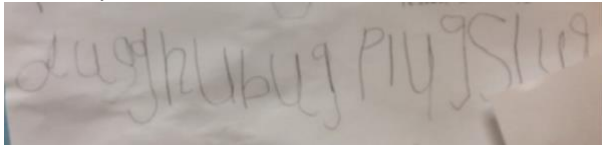




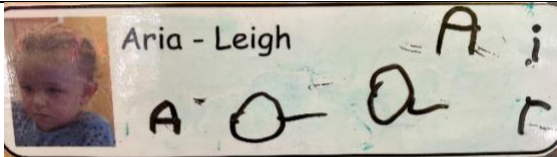
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EYFS Writing Progression

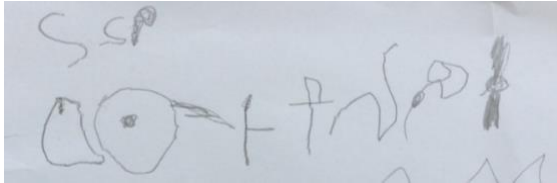
	Nursery		Reception	
Pencil grip	Stage 1. Palmer-supinate grasp 	Stage 2. Palmer or digital-pronate grasp 	Stage 3. Four finger and thumb grip 	
	Stage 4. Static Quadruped or tripod grip 	Stage 5. Mature/Dynamic tripod grip 		
Phonemic Stage	Pre-Phonemic Stage Scribble writing  Symbols that represent letters  Some individual letters- first letters of their names		Letter name stage Initial sounds and some CVC words  Initial and final sounds are used to represent words- some letters formed correctly 	
			Transitional Stage Vowel sounds	



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Letter strings- letters moving L to R of the page

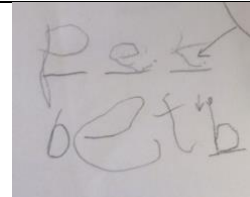


Letter groups- resemble words

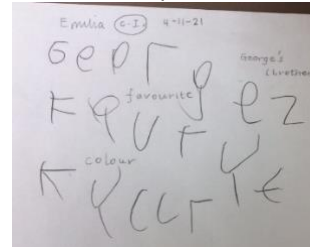


Early Phonemic Stage

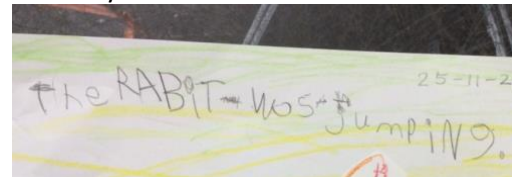
Environmental print- copied print from surroundings



Letters to represent learnt sounds- beginning, middle and end.



Use of phonic knowledge to spell words to make sentences- all letters correctly formed



Multiple related short sentences with well-formed letters

I love colouring
I work modelling
and I like PE
and I like chooship!



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<p>Handwriting and Transcribing</p>	<ul style="list-style-type: none"> • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. • Write some letters accurately 	<ul style="list-style-type: none"> • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. • Form some lower case and capital letters correctly. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed
<p>Phonic knowledge, Planning, Writing and Editing</p>	<ul style="list-style-type: none"> • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Engage in extended conversations about stories, learning new vocabulary. • Write some or all of their name. • Write some letters accurately. • Begin to develop complex stories using small world play • Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Write recognisable letters, most of which are correctly formed. • Invent, adapt and recount narratives and stories with peers and teachers. 	<ul style="list-style-type: none"> • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences • Learn new vocabulary and use new vocabulary in different contexts. • Articulate their ideas and thoughts in well-formed sentences. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Listen to and talk about and retell stories to build familiarity and understanding. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Re-read what they have written to check it makes sense. • Develop story lines in their pretend play. <p>Statutory ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a</p>



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		<p>letter or letters; - Write simple phrases and sentences that can be read by others.</p>
<p>Awareness of Audience, Purpose and Structure</p>	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings • Use a wider range of vocabulary. • Can start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus...you sit there... I’ll be the driver.” • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling from the teacher.
<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves 	<ul style="list-style-type: none"> • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name



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	<ul style="list-style-type: none"> • Understand 'why' questions, like: 'Why did the caterpillar get so fat?' • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words 	<ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
<p>Performing Writing</p>	<ul style="list-style-type: none"> • Can retell a simple story • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world play. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. 	<ul style="list-style-type: none"> • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Engage in story times. • Learn rhymes, poems and songs. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Make use of props and materials when role-playing characters in narratives and stories. • Invent, adapt, and recount narratives and stories with their peers and their teacher.



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