

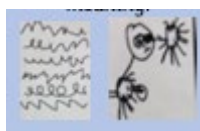
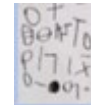


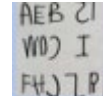
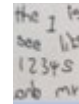


St Joseph's Foundation Stage Progression in Writing

EYFS Progression of skills - writing	<div>Three- Four Years</div> <div><div>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Writing.3-4</div><div>Write some or all of their name. Writing.3-4</div><div>Write some letters accurately. Writing.3-4</div></div> <div>Handwriting - PD</div> <div><div>Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4</div><div>Show a preference for a dominant hand. PD FMS.3-4</div></div>							<div>Reception</div> <div><div>Form lower-case and capital letters correctly. Writing-Reception</div><div>Spell words by identifying the sounds and then writing the sound with letter/s. Writing-Reception</div><div>Re-read what they have written to check that it makes sense. Writing-Reception</div><div>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Writing-Reception</div></div> <div>Handwriting - PD</div> <div><div>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS - Reception</div><div>Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS - Reception.</div></div>							<div>Writing- ELG</div> <div><div>Write recognisable letters, most of which are correctly formed. Writing-ELG</div><div>Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG</div><div>Write simple phrases and sentences that can be read by others. Writing-ELG</div></div> <div>Handwriting - PD</div> <div><div>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG</div></div>						
Early Steps Mark Making 	<div>I explore mark making but do not necessarily communicate meaning.</div> <div>Random scribbling.</div> <div></div> <div>Make marks and talk about.</div> <div>Write the first sound in my name.</div>	<div>I draw basic pictures. I use lines to look like writing [left to right].</div> <div>Scribble writing. I begin to assign meaning.</div> <div></div> <div>Make our fingers strong.</div> <div>Write sounds in my name</div>	<div>I write symbols and shapes that look like writing.</div> <div>I assign meaning to the marks.</div> <div>I attempt to write my name.</div> <div></div> <div>Make our fingers stronger.</div> <div>Write sounds in my name</div>	<div>I write random letters but there is no connection between letters and sounds.</div> <div>I talk about my writing and give meaning.</div> <div>Writes name from memory.</div> <div></div>	<div>I use letter strings which travel from left to right and top to bottom.</div> <div>I attempt top 'read' my writing.</div> <div></div>	<div>I write letters with spaces between them to resemble words.</div> <div></div>	<div>Copy words that I see in the environment around me. I often to no know what the word says.</div> <div></div>														
Developing Writing Words	<div>I am beginning to hear initial sounds and attempt to write these down.</div> <div><div>m - mum</div><div>letter for name</div></div>	<div>I can hear initial sounds I words and write the letters down to match.</div> <div><div>c - cat</div><div>d- dog</div><div>p - pig</div></div>	<div>I can write short strings of letters to represent words.</div> <div>Two or three letters in sequence.</div> <div>Hearing/writing final sounds, first and then media. Left to right.</div>	<div>I can spell out and write down VC CVC words by matching letters and sounds, using Fred</div> <div><div>at in up</div><div>cat</div><div>dog</div><div>pig</div></div> <div>Fingers.</div>	<div>I can write High Frequency Words decodable and tricky words from memory.</div> <div><div>mum dad. and can</div><div>I go to the no into</div></div>	<div>I can spell out words with consonant clusters, vowel digraphs and trigraphs.</div> <div><div>buzz fill. mess</div><div>ship. chip thing rush</div><div>boat sheep now soil</div><div>chair night. Pure.</div></div>	<div>Red words (CEWs)</div> <div>Adjacent consonants</div> <div>Alternative graphemes</div> <div>Split digraphs- home make</div> <div>I write more challenging words with a sound knowledge. I use different spelling choices and more</div>														

