



St Joseph's Foundation Stage Progression in Writing

EYFS

Progression of skills - writing

Three- Four Years

- . 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
- · Write some or all of their name. Writing.3-4
- . Write some letters accurately. Writing.3-4

Handwriting - PD

.Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4

.Show a preference for a dominant hand, PD FMS.3-4

- . Form lower-case and capital letters correctly. Writing-Reception
- . Spell words by identifying the sounds and then writing the sound with letter/s. Writing-Reception
- . Re-read what they have written to check that it makes sense. Writing-Reception
- . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Writing-Reception

Handwriting - PD

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

Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS - Reception.

Writing- ELG .

- . Write recognisable letters, most of which are correctly formed. Writing-ELG
- Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG
- · Write simple phrases and sentences that can be read by others. Writing-ELG

Handwriting - PD

. Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-FLG

Early Steps Mark Making



I explore mark making but do not necessarily communicate meaning. Random scribbling.



I draw basic pictures. I use lines to look like writing [left to right]. Scribble writing. I begin to assign

meaning.



Make our fingers strong.

Write sounds in my name

I can hear initial sounds

I words and write the

letters down to match.

c - cat

d- dog

p - pig

I write symbols and shapes that look like writing.

I assign meaning to the marks.

I attempt to write my name.



stronger.

I can write short

strings of letters to

represent words.

Two or three letters

in sequence.

Hearing/writing final

sounds, first and then

media. Left to right.

I write random letters but there is no connection between letters and sounds

I talk about my writing and give meaning. Writes name from



down VC CVC words by

matching letters and

sounds, using Fred

Fingers.

at in up

cat

dog

pig

I use letter strings which travel from left to right and top to bottom.

I attempt top 'read' my writing.



I write letters with spaces between them to resemble words.

> AEB 21 T COW PL CH4

Copy words that I see in the environment around me. I often to no know what the word says.



Make marks and talk about.

Write the first sound in my name.

I am beginning to

hear initial sounds and

attempt to write

these down.

m - mum

letter for name

Make our fingers

Write sounds in my name

I can spell out and write I can write High

> Frequency Words decodable and tricky words from memory. mum dad, and can

I go to the no into

I can spell out words with consonant clusters, vowel

digraphs and trigraphs.

buzz fill. mess ship, chip thing rush boat sheep now soil chair night. Pure.

Red words (CEWs) Adjacent consonants Alternative graphemes Split digraphs- home make

I write more challenging words with a sound knowledge. I use different spelling choices and more

Developing Writing

Words

	Hold and write a sentence. Write my name.	Write in short sentences	muy - mummy pto - potato sbr - strawberry				syllables. Plausible attempts.
		Form each letter correctly, using the handwriting rhyme.	Form more letters correctly				
Developing Writing Sentences	I can formulate and say a simple sentence for writing.	I can orally compose a sentence and hold it in my memory before I write it.	I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words.	Begins to be readable to others/ Start to put finger spaces between my words and to use known words. I start to read my sentence.		I can write a sentence with a full stop and a capital letter. I can re-rad t and check that it makes sense. Others can read my sentence	
Text forms and purpose	I can attempt to write simple labels.	I can write simple labels.	I can write simple lists.	I can write short sentences and messages. I can write lists, greeting cards and menus.	I can write a caption to match a picture.	I can write more than one sentence about a picture.	I can write at length (eg a well-known story)
READ WRITE INC	Set 1 sounds	Set 2 Sounds Pre-Ditties/Ditties	Fast Friends Syllables	Vowels Noun phrases			

READINESS for YEAR 1:

- Hold pencils, pens and other mark making tools appropriately so they can mark make in an increasingly controlled way.
- Write simple sentences that can be read by others [including the use of finger spaces]
- Start to develop an understanding of capital letters and full stops
- Begin to use digraphs when spelling
- Begin to spell some Red Words accurately

READINESS for 3 - 4 Years:

- Enjoy drawing freely ~ mark making.
- Add some marks to their drawing, which they give meaning to.
- Make marks to stand for their name.
- Growing gross motor skills.
- Developing fine motor skills.