

EYFS Writing Progression



During each developmental stage of writing children will:

Nursery
Pre-Writing/Mark Making
<ul style="list-style-type: none">• Develop an interest in making marks in different ways which may look like random scribbling• Make marks for a purpose in pictures and drawings• Draw patterns and shapes and follow some pattern templates• Give meaning to marks e.g “This is his nose”• Begin to sit at a table in an appropriate position when writing, as well as using other areas• Improve their control of pencils and other tools• Have access to different writing tools to enable independent mark making throughout the day
Letter Strings
<ul style="list-style-type: none">• Use marks to symbolise their name• Make ‘lists’, ‘letters’, ‘Invitations’ etc in their play using marks, squiggles and some letters• ‘Write’ left to right and top to bottom on a page• Attempt to ‘read’ back what they have written and explain the purpose of their writing• Sign their name using the first letter• Begin to write some or all of their name, beyond the first letter• Use a preferred hand for writing• Begin to use a more comfortable grip when writing• Have access to support for name writing which can be used independently
Early Developmental Spelling
<ul style="list-style-type: none">• Leave spaces between groups of letters to show ‘words’• Copy some words from the environment and important words to them e.g ‘Mum’, ‘Dad’• Begin to write their own name with more independence• Begin to hear initial sounds of words and may use these to label pictures e.g ‘p for pig’• Begin to develop a tripod grip
Reception
Developing Writing – Initial Sounds
<ul style="list-style-type: none">• Write their name with improved formation• Practise writing their name daily to label their work• Take part in daily RWInc sessions where they will learn Set 1 sounds• Begin to hear initial sounds in words and attempt to write these down• Use RWInc sound mats to support their phoneme/grapheme correspondence and letter formation• Have access to RWInc sound mats to use both independently and in guided writing tasks
Developing Writing – Word Level
<ul style="list-style-type: none">• Use Fred Talk to sound out CVC words to write words containing sounds they have learnt• Write strings of letters in sequence when writing multi-syllabic words, representing the sounds they hear e.g ‘apl’ for ‘apple’• Write in ways that match their speech sounds e.g ‘cwab’ rather than ‘crab’• Begin to write some ‘red’ common exception words and use word mats to support this• Begin to use digraphs in their writing, after learning Set 2 sounds• Begin to use finger spaces between words to write simple phrases e.g ‘a red bus’
Developing Writing - Sentences
<ul style="list-style-type: none">• Compose a simple sentence orally and hold it in their head• Begin to write simple sentences, using the sounds they know e.g ‘a cat in a hat’• Use finger spaces between words with growing independence• Are prompted to correct poor letter formation, supported by RWInc rhymes and picture cues• Use phonetically plausible spellings which can be read by themselves and others• Use a variety of ‘red’ common exception words, with independent use of word mats• Begin to understand and use a full stop• Begin to write in multiple sentences• Write for different purposes, including facts about their favourite animals or a short story

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During each developmental stage of writing children will:

Age Related Expectations by Term	Nursery
Autumn	<p>Pre-Writing/Mark Making</p> <ul style="list-style-type: none"> • Develop an interest in making marks in different ways which may look like random scribbling • Make marks for a purpose in pictures and drawings • Draw patterns and shapes and follow some pattern templates • Give meaning to marks e.g “This is his nose” • Begin to sit at a table in an appropriate position when writing, as well as using other areas • Improve their control of pencils and other tools • Have access to different writing tools to enable independent mark making throughout the day
	<p>Letter Strings</p> <ul style="list-style-type: none"> • Use marks to symbolise their name • Make ‘lists’, ‘letters’, ‘Invitations’ etc in their play using marks, squiggles and some letters • ‘Write’ left to right and top to bottom on a page • Attempt to ‘read’ back what they have written and explain the purpose of their writing • Sign their name using the first letter • Begin to write some or all of their name, beyond the first letter • Use a preferred hand for writing • Begin to use a more comfortable grip when writing • Have access to support for name writing which can be used independently
Summer	<p>Early Developmental Spelling</p> <ul style="list-style-type: none"> • Leave spaces between groups of letters to show ‘words’ • Copy some words from the environment and important words to them e.g ‘Mum’, ‘Dad’ • Begin to write their own name with more independence • Begin to hear initial sounds of words and may use these to label pictures e.g ‘p for pig’ • Begin to develop a tripod grip

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During each developmental stage of writing children will:

Age Related Expectations by Term	Reception
Autumn 1	<p data-bbox="379 398 834 427">Developing Writing – Initial Sounds</p> <ul data-bbox="432 448 1398 689" style="list-style-type: none"> • Write their name with improved formation • Practise writing their name daily to label their work • Take part in daily RWInc sessions where they will learn Set 1 sounds • Begin to hear initial sounds in words and attempt to write these down • Use RWInc sound mats to support their phoneme/grapheme correspondence and letter formation • Have access to RWInc sound mats to use both independently and in guided writing tasks
Autumn 2	<p data-bbox="379 710 802 739">Developing Writing – Word Level</p> <ul data-bbox="432 759 1398 1066" style="list-style-type: none"> • Use Fred Talk to sound out CVC words to write words containing sounds they have learnt • Write strings of letters in sequence when writing multi-syllabic words, representing the sounds they hear e.g 'apl' for 'apple' • Write in ways that match their speech sounds e.g 'cwab' rather than 'crab' • Begin to write some 'red' common exception words and use word mats to support this • Begin to use digraphs in their writing, after learning Set 2 sounds • Begin to use finger spaces between words to write simple phrases e.g 'a red bus'
Spring	<p data-bbox="379 1086 786 1115">Developing Writing - Sentences</p> <ul data-bbox="432 1135 1366 1377" style="list-style-type: none"> • Compose a simple sentence orally and hold it in their head • Begin to write simple sentences, using the sounds they know e.g 'a cat in a hat' • Use finger spaces between words with growing independence • Are prompted to correct poor letter formation, supported by RWInc rhymes and picture cues • Use phonetically plausible spellings which can be read by themselves and others
Summer	<ul data-bbox="432 1384 1398 1565" style="list-style-type: none"> • Use a variety of 'red' common exception words, with independent use of word mats • Begin to understand and use a full stop Begin to write in multiple sentences • Write for different purposes, including facts about their favourite animals or a short story