



Kew Woods Early Years Foundation Stage



Progression Chart - Writing

Personal, Social & Emotional Development

Communication & Language

30-50 months

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger)
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.

40-60 months

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Introduces a storyline or narrative into their play.

Physical Development

22-36 months

- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Beginning to use three fingers (tripod grip) to hold writing tools
- May be beginning to show preference for dominant hand.

30-50 months

- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g. letters from their name

40-60 months

- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

ELG

- They handle equipment and tools effectively, including pencils for writing.

Reading

Writing

22-36 months

- Distinguishes between the different marks they make.

30-50 months

- Sometimes gives meaning to marks as they draw and paint.
- Ascribes meanings to marks that they see in different places.

40-60 months

- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

ELG

	<ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Number 30-50 months <ul style="list-style-type: none"> Shows an interest in numerals in the environment. 40-60 months <ul style="list-style-type: none"> Records, using marks that they can interpret and explain. 	Shape, Space and Measure
Understanding the World	Expressive Art and Design

English Writing

30-50 months	<ol style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.
40-60 months	<ol style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.
ELG	<ol style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Exceeding	<ol style="list-style-type: none"> Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.
Year One (KS1)	<p>Transcription Spell: Words containing each of the 40+ phonemes already taught Common exception words Days of the week</p> <p>Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs. Using the prefix un-</p>

Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. [For example, helping, helped, helper, eating, quicker, quickest]

Apply simple spelling rules

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Sit correctly at a table, holding a pencil comfortably and correctly.

Begin to form lower-case letters in the correct direction, starting and finishing in the right place.

Form capital letters.

Form digits 0-9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Composition

Write sentences by:

Saying out loud what they are going to write about.

Composing a sentence orally before writing it.

Sequencing sentences to form short narratives.

Re-reading what they have written to check that it makes sense.

Discuss what they have written with the teacher or other pupils.

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

Leaving spaces between words.

Joining words and joining clauses using and.

Beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark.

Using capital letter for names of people, places, the days of the week, and the personal pronoun I.

Grammar

Word:

Regular plural noun suffixes - s or -es [dog, dogs, wish, wishes] including the effect of these suffixes on the meaning of the noun.

Suffixes that can be added to verbs where no change is needed in the spelling of the root words.

How the prefix un- changes the meaning of verbs and adjectives.

Sentence:

How words can combine to make sentences.

Joining words and joining clauses using 'and'

Text:

Sequencing sentences to form short narratives.

Punctuation:

Separation of words with spaces.

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Capital letters for names and for the personal pronoun I

Terminology for pupils:

Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.

EARLY YEARS EXPECTATIONS

Early Learning Goals

- Children use their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.

- Some words are spelt correctly and others are phonetically plausible.

EXCEEDING EARLY YEARS EXPECTATIONS

Exceeding

Children can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

FUTURE LEARNING

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills.

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading.