



## Writing Skills Progression

EYFS – Writing

Range 1 / Range 2	Range 3	Range 4	Range 5	Range 6
<p>Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully (See the roots of Writing in Communication and Language). What is often referred to as “early mark-making” is the beginning of writing. It is a sensory and physical, and cognitive experience for babies and toddlers, which enables them to see the connection between their actions and the resulting marks, recognising their own agency. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p>	<ul style="list-style-type: none"> <li>• Begins to understand the cause and effect of their actions in mark making</li> <li>• Knows that the marks they make are of value</li> <li>• Enjoys the sensory experience of making marks</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make</li> <li>• Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>• Sometimes gives meaning to their drawings and paintings</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>• Includes mark making and early writing in their play</li> <li>• Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</li> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> <li>• Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>• 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</li> <li>• 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</li> <li>• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> </ul>



<ul style="list-style-type: none"> <li>• Provide a range of materials: sand, paint, early writing apps etc. for babies and toddlers to make marks with their hands and fingers, feet and bodies.</li> <li>• Give children large sheets of paper, trays of gloop, paint, soil etc. to make marks collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce a range of appropriate implements including large brushes, chalk and crayons, sticks and sponges for children to trace patterns and shapes.</li> <li>• Offer children a range of different surfaces to make marks on, inside and out, e.g. chalkboards, light boxes, sand and pathways.</li> <li>• Provide a broad range of opportunities for early writing experiences through sensory and symbolic play</li> </ul>	<ul style="list-style-type: none"> <li>• Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English, other languages and scripts.</li> <li>• Provide materials which reflect cultural diversity, so children see symbols and marks with which they are familiar, and learn that there are many different script systems e.g. Arabic, Chinese, Greek and Braille.</li> <li>• Try to have a notepad to hand (e.g. A5 size) in which you can scribe children's stories and special words and share these stories and</li> </ul>	<ul style="list-style-type: none"> <li>• Write down things children say to support their developing understanding that what they say can be written down, and then read and understood by someone else. Encourage parents to do this as well.</li> <li>• Set up environments of offices, dens in the garden, library, shop, home corner with greetings cards, etc., so that children engage in literacy events in which they spontaneously participate.</li> <li>• Provide a range of accessible materials and tools for writing as part of everyday play activity, including role play, both indoors and outdoors.</li> <li>• Write poems and short stories together with the children, writing down ideas they suggest.</li> <li>• Scribe children's stories and re-read and enact their stories in small group activities.</li> <li>• Involve children when you make lists or write notes and messages.</li> <li>• Think out loud and talk through what you are doing when writing on typing on screen.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word banks, notebooks, clipboards, postits and other writing resources for both indoor and outdoor play.</li> <li>• Ensure resources enable children to draw on their out-of-school practices and personal interests, such as children's popular culture or sports teams.</li> <li>• Include oral stories and explore ways for both adults and children to develop oral storytelling skills.</li> <li>• Provide a range of opportunities to write for different purposes about things that interest children.</li> <li>• Resource role-play areas with listening and writing equipment, and ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop.</li> <li>• Plan enjoyable activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie.</li> <li>• Support children to understand that the letter shapes they write (graphemes) link to units of sound (phonemes).</li> <li>• Provide regular playful multi-sensory systematic phonics activities that help children to represent phonemes in their writing.</li> </ul>
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		<p>words with children.</p> <ul style="list-style-type: none"><li>• Ensure children see you writing for a purpose, e.g. a shopping list, message for parents, labels in children's play areas or reminders for ourselves.</li></ul>	<ul style="list-style-type: none"><li>• Break down your flow of speech into individual words, exemplifying the correspondence between the spoken and written word.</li><li>• Provide activities during which children can experiment with writing, for example, leaving a message.</li><li>• Encourage children to use their phonic knowledge when writing, and model this in your own writing.</li></ul>	<ul style="list-style-type: none"><li>• When reading stories, talk with children about the author and illustrator, to help children identify with these roles. For example, ask children why they think the author wrote the story, if the author knew the people in the story, or why the illustrator chose to draw a particular moment in the story. Ask children if they would like to be an author and/or illustrator.</li></ul>
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### Statutory Writing ELG

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 letter or letters;
- Write simple phrases and sentences that can be read by others.



EYFS – Moving and Handling

Range 1 / Range 2	Range 3	Range 4	Range 5	Range 6
	<ul style="list-style-type: none"> <li>• When holding crayons, chalks etc, makes connections between their movement and the marks they make</li> </ul>	<ul style="list-style-type: none"> <li>• May be beginning to show preference for dominant hand and/or leg/foot</li> <li>• Turns pages in a book, sometimes several at once</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>• Holds mark-making tools with thumb and all fingers</li> </ul>	<ul style="list-style-type: none"> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> </ul>	<ul style="list-style-type: none"> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Begins to form recognisable letters independently</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> </ul>
	<ul style="list-style-type: none"> <li>• Offer “heuristic” (exploratory) play with sets of simple natural and household objects for toddlers to manipulate, investigate and find out what they can make them do. Provide sticks, rollers and moulds for young children to use in dough, clay, mud or sand.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide “tool boxes” containing things that make marks, so that children can explore their use both indoors and outdoors</li> </ul>	<ul style="list-style-type: none"> <li>• Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them.</li> <li>• Provide a range of left-handed tools, especially left-handed scissors, as needed.</li> <li>• Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them.</li> <li>• Provide a range of left-handed tools, especially left-handed scissors, as needed.</li> <li>• Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools.</li> </ul>



Statutory ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Writing	Year 1	Year 2
Transcription	<ul style="list-style-type: none"> <li>• spell:               <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> </ul> </li> <li>• name the letters of the alphabet:               <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>• add prefixes and suffixes:               <ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• 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]</li> </ul> </li> <li>• apply simple spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> </ul>	<ul style="list-style-type: none"> <li>• spell by:               <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl’s book]</li> <li>• distinguishing between homophones and near-homophones</li> </ul> </li> <li>• add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs,</li> </ul>



	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<p>common exception words and punctuation taught so far</p>
Handwriting	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>
Composition	<ul style="list-style-type: none"> <li>• write sentences by:             <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> </li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• develop positive attitudes towards and stamina for writing by:             <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> </li> <li>• consider what they are going to write before beginning by:             <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>• make simple additions, revisions and corrections to their own writing by:             <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> </li> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>
<p>Vocabulary, grammar and punctuation</p>	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:             <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using 'and'</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• learning the grammar for year 1 in <a href="#">English appendix 2</a></li> </ul> </li> <li>• use the grammatical terminology in English <a href="#">English appendix 2</a> in discussing their writing</li> </ul>	<ul style="list-style-type: none"> <li>• develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:             <ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly - see <a href="#">English appendix 2</a>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>• learn how to use:                 <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li> </ul> </li> </ul> </li> </ul>



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|  |  | <ul style="list-style-type: none"><li>• the present and past tenses correctly and consistently, including the progressive form</li><li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li><li>• the grammar for year 2 in <a href="#">English appendix 2</a></li><li>• some features of written Standard English</li><li>• use and understand the grammatical terminology in <a href="#">English appendix 2</a> in discussing their writing</li></ul> |
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