

Silver Springs EYFS Writing Progression

During each developmental stage of writing children will:

Nursery

Pre-Writing/Mark Making

- 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

- 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

- 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

- Write their name with improved formation
- Practise writing their name daily to label their work
- Take part in daily First Class Phonic sessions where they will learn groups of phonemes
- Begin to hear initial sounds in words and attempt to write these down
- Use First Class Phonics grapheme mats to support their phoneme/grapheme correspondence and letter formation
- Have access to First Class Phonics grapheme mats to use both independently and in guided writing tasks

Developing Writing – Word Level

- Develop and use their oral segmenting skills to sound out CVC words to write words containing phonemes 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 “Tricky Trevor” words and use word mats to support this

- Begin to use digraphs in their writing, after learning them
- Begin to use finger spaces between words to write simple phrases and captions e.g 'a red bus'

Developing Writing - Sentences

- Compose a simple sentence orally and hold it in their head
- Begin to write simple sentences, using the phonemes they know e.g 'a cat in a hat'
- Use finger spaces between words with growing independence
- Are prompted to use correct letter formation, supported by simple rhymes
- Use phonetically plausible spellings which can be read by themselves and others
- Use a variety of "Tricky Trevor" words, with independent use of word mats
- Begin to understand and use a full stop
- Begin to write more than one sentence where children are able
- Write for different purposes, including facts about their favourite animals or a short story