

TRUST EYFS WRITING PROGRESSION

Term	Autumn	Spring	Summer
	Foundations and Mark Making Focus • Transition from nursery • Developing large muscle stability • Hearing initial sounds • Assigning intentional meaning to marks	Emerging Phonic Writing Focus • Developing finger dexterity and letter formation • Segmenting simple cvc words • Writing guided captions	Independent sentences Focus (Meet ELG) Consolidating skills to independently - • Compose a sentence • Write a simple sentence • Self correct • Write readable sentences
Oracy and oral composition - active listening - vocabulary - oral rehearsal	Active Listening Following 2 step instructions Maintain focus during story time Daily story time Vocabulary Themed / topic-based vocabulary (use in play / roleplay) Oral Rehearsal Naming people in pictures – characters in stories, important people in their lives Listen to and engage with rhymes and songs (BBC)	Sentence Building Verbally construct full sentences using basic connectives such as – and /because Story Retelling Orally retell traditional tales and narratives using visual story maps Oral Rehearsal Count the exact number of words in the spoken phrase by clapping each one before writing it down.	Complex Talk Expresses abstract thoughts, justifies ideas and narrates their own complex play scenarios. Oral Sequencing Orally plans a logical sequence of ideas to formulate a multi-part narrative or short factual explanation.
Physical - gross motor - fine motor - pencil grip / sitting position	Gross Motor Core strength activities - opportunities for jumping, crawling, hanging, running, balancing Vertical surface painting (strengthen the shoulder) – waving, sweeping, painting, cleaning, catching large ball, brain gym	Gross Motor Can cross the body’s midline through targeted ribbon or ball movements to coordinate both hemispheres of the brain.	Gross Motor Demonstrates correct desk posture, sitting comfortably with their feet flat on the floor, maintaining the necessary core strength to write for extended periods.

	Fine Motor Manipulating playdough (dough disco and in provision), opening and closing tweezers, fine motor skill provision (funky fingers) Pre-writing strokes Pencil Grip / Sitting Position Does the child show a clear preference for a dominant hand – using a variety of tools e.g. large crayons, chalk, pens, paint brush (vertical / horizontal lines) Which pencil grip are they using? Little Wandle handwriting for sitting position	Fine Motor Uses scissors accurately to snip paper shapes and handle threading beads. Pencil Grip Solidify a secure and functional dynamic tripod grip using standard sized writing pencils.	Fine Motor Shows precise finger dexterity, manipulating small objects and writing tools effortlessly and without muscle fatigue. Pencil Grip Maintains an automatic and accurate tripod grip throughout all independent writing tasks.
Transcription - Handwriting - Spelling - Phonics	Phonics Context Recognise and match single letter sounds (phase 2 phonics) Spelling Oral blending (Little Wandle) – embed with teacher instructions through the day Segmenting sounds in simple words orally (Little Wandle) Little Wandle wordless books (oral blending) Handwriting (Mark Making) Does the child understand that the marks carry meaning – recognise name. Tracing and writing their own name – over writing and tracing under.	Phonics Context Blends sounds using phase 3 digraphs and trigraphs. Spelling Phonetically spells cvc words Correctly write basic, non-decodable high frequency “tricky words”. Handwriting Letter formation – correctly forms lower case letters within letter families, focusing heavily on anti-clockwise circular movements (c,a,d,g).	Phonics Context Confidently applies all phase 2 and phase 3 sounds and begins exploring Phase 4 consonant clusters (fr, bl, st) Spelling Consistently segments complex words into phonetically plausible combinations. Handwriting Forms clear ascenders (b,d,h) and descenders (g,y,j,p) Introduces capital letters

	Attributes specific spoken meaning to their early drawings/marks. Beginning to understand that reading/writing is from left to write, top to bottom of page, front of book (modelled by adult) Book literacy discussed in reading session – which way round does the book go, turning pages		Leave clear structural space between words.
Assessment CHECK POINT	<u>Autumn 1</u> Baseline / on entry assessment – statutory and school assessments Oracy Can child sit and listen to a short five-minute story in a small group without losing focus? Gross Motor Can the child co-ordinate large scale movement such as catching a ball or hanging from a climbing frame? Fine Motor Does the child show clear hand preference? Do they use a fist grip or pencil grip to use a thick crayon Transcription Does the child understand that text flows from left to right? Do they understand that mark carry meaning?	<u>Spring 1</u> Oracy Can the child say a simple 3 word phrase or description before trying to write it down? Gross Motor Can the child cross the body's midline smoothly (eg – reaching across their body to grab something from the opposite side)? Fine Motor Is the child transitioning away from a fist grip towards a functional, steady, three fingered tripod grip? Transcription Can the child accurately link single letters to their corresponding sound (phase 2 phonics) Can they form letters in their name without a visual template?	<u>Summer 1</u> Oracy Can the child count the exact number of words in a sentence by clapping or tapping their fingers? Gross Motor Does the child have the physical stamina to write at a table for 5 -10 minutes without fatigue or shifting posture? Fine Motor Does the child automatically use a dynamic tripod grip when using a pencil? Transcription Can the child write 2-3 word captions independently using phonetically plausible spelling? Do they begin to use spaces between their words?

	Autumn 2 Oracy Can the child verbal label their own drawings or identify main characters in stories? Gross Motor Can the child confidently paint or draw on a vertical surface e.g. chalk board or easel using stable shoulder movements? Fine Motor Can the child make controlled vertical, horizontal and circular marks in sensory trays or large paper? Transcription Can the child hear and state the initial sounds of a basic spoken word? Can they write or trace the first few letters in their name?	Spring 2 Oracy Can the child the connective and or because to extend a spoken sentence during a conversation? Gross Motor Can the child sit in a chair with their feet stable on the floor and maintain a straight posture while working at a table? Fine Motor Can the child cut along a straight line using scissors and safely manage small objects such as threading beads Transcription Can the child hear and isolate all three sounds in basic cvc words (eg S-U-N) Can they correctly write down a few phase 3 digraphs/trigraphs?	Summer 2 - (ELG verification) Oracy Can the child orally narrate a simple multipart story map or explain a real-life event using logically sequence words? Gross Motor Does the child exhibit full control over their pencil, keeping text relatively well presented on lined paper? Fine Motor Are most lower case letters formed correctly with clear ascenders (b//d/h) and descenders (g/p/j)? Transcription Can the child write a simple sentence that can be read by others? Can the child independently construct and write a sentence that includes a capital letter/finger spaces and a full stop? Can the child read their own writing to an adult?
Key Writing Outputs	KEY writing Outputs: • Single -letter labels on drawings • Name writing • Intentional mark making in sensory trays (sand/shaving foam).	KEY writing Outputs: • Short 2 – 3 word captions • Labels for diagrams • Simple shopping lists • Short entries on a class story map	The final milestone – ELG Writing. By the final term of reception, a child working at the expected level of development will confidently: • Write recognisable letters – most of which are correctly formed. • Spell words by identifying the sounds within them and representing them with appropriate letters. • Write simple sentences that can be read by themselves and others.

Gemma to share with EYFS teachers:

- Handwriting homework sheets
- Handwriting video
- Oral blending assessment

CPD – Documents:

- Jo Fincher (S&L courses)
- Universally Speaking document
- RISE webinars