



EYFS Progression Documents - Nursery and Reception

Writing

Long Row Primary and Nursery School
Inspire, Respect, Belong

Nursery	The children will learn to ...	The adults will support children by ...
Autumn Term	Engage in extended conversations about stories, learning new vocabulary. That the marks they make have value. Distinguish between the different marks that they make.	Providing a range of writing implements – large brushes, chalk, crayons, sticks, sponges. Using chalk boards, sand, rice, shaving foam, corn flour for sensory and mark making. Having a wide range of books including picture books as well as more complex books to share with adults. Providing mark making opportunities throughout provision and in play. Writing down children's words and scribing the stories they tell – modelling writing to the children. Adding captions and labels to their drawings – scribed by an adult. Implementing daily story time to enjoy a wide range of books as well as small group stories within provision. Acting out familiar stories. Tracking progress using 'Draw a person' – logged in children's Learning Journal.
Spring Term	Enjoy drawing and writing on paper and in sand, playdough, mud and playground chalking etc. Begin making up stories, play scenarios, drawings in response to stories they know or places they have been. Use some of their print and letter knowledge in their early writing - writing a letter that starts at the top of the page, writing 'm' for mummy or writing a list with words under each other.	As above and... Modelling lots of writing for a purpose (within role play, writing lists, children's names, messages for parents, letters to teddies & other characters). Having regular story time and telling stories. Making small changes to familiar rhymes. Using the book areas – sharing stories and telling stories (link to reading). Tracking progress using 'Draw a person' – logged in children's Learning Journal.

Summer Term	Ascribe meaning to signs, symbols and words that they see in different places including those made up themselves. Attempt to write some or all letters of their name. Use lines, circles, curves or letter type shapes. Have a try at emergent writing – lines, squiggles from left to right in imitation.	<i>As above and...</i> Using examples of print with different functions – a familiar road sign, a menu or different shop logos. Scribing stories and acting them out with the children. Extending familiar stories. Providing lots of writing opportunities through play – dens, shops, tools for writing in all areas. Tracking progress using 'Draw a person' – logged in children's Learning Journal.
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Reception	The children will learn to ...	The adults will support children by ...
Autumn Term	Introduce a storyline or narrative into their play. Take part in emergent writing - lines, squiggles, using letters they know (from name) within play. Write some or all letters of their name. Be aware that names start with capital letters. Tell a simple story or event. Give meaning to marks that they draw, paint or mark make in the environment. Recognise spelling for the sound – SSPF Basics 2 Hear and say the initial sounds in words. Use the correct pencil grip using 'nip, flip, grip' technique. Begin letter formation using SSPF Curly Cal and his Handwriting Pals – Len's Ladder Letters 1 (l t i u y j). Begin writing some SSPF Basic 2 spellings. Write some spellings and numbers as codes in their Drawing Club work.	<i>As above and...</i> Talking about the things they may write about in their play and model this – make a map for a journey, a job list for a builder, a shopping list or spells for a potion. Oral story telling through Drawing Club stories – giving value to marks made to represent story. Creating story mountains and story maps to retell stories. Using puppets and other props to re-tell and re-enact familiar stories. Providing and having opportunities for book making, different types of paper, variety of pens & pencils, notepads and clipboards. Providing and using wooden letters, letter pebbles and magnetic letters etc. Teaching correct letter formation using SSPF handwriting scheme. Teaching SSPF Basics 2 phonics (daily) Tracking progress using 'Draw a person' – logged in children's Learning Journal. Implementing Supersonic Phonic Friends: SSPF Basics 2 SSPF Handwriting to begin when children reach Basics 2 grp 5. Curly Cal and his Handwriting Pals! Grp. 1: Len's Ladder Letters 1 (l,t,i,u,y,j) Drawing Club writing Focus

Spring Term	Recognise a rhyming string. Begin to break the flow of speech into words. Recognise spelling for the sound (GPC) – SSPF Basics 3 Know the difference between a letter and a word. Begin to segment the sounds in simple words to write them down. Link sounds to letters - write initial sounds and some middle/final sounds. Use a developed pencil grip. Continue developing letter formation using SSPF Curly Cal and his Handwriting Pals – Curly Cal’s Letters (c o a d g q e f s), Len’s Ladder Letters 2 (r n m h b p k) & Zippy’s Zig-Zag Letters (v w x z). Begin to recognise finger spaces and full stops. Write their name confidently and with a capital letter. Build up vocabulary reflecting breadth of experiences & texts read.	As above and... Orally re-telling familiar stories so children can learn by heart. Implementing Drawing Club stories to inspire independent writing. Teaching SSPF Basics 3 phonics (daily). Having shared reading (SSPF) and writing opportunities. Teaching correct letter formation using SSPF handwriting scheme. Modelling reading and re-reading writing until it makes sense – refer to spelling mats and spelling displays. Implementing story telling in role play, small world play and through puppet play. Reading more complex stories as a class to learn a wider range of vocabulary. Tracking progress using ‘Draw a person’ – logged in children’s Learning Journal. Implementing Supersonic Phonic Friends: SSPF Basics 3 SSPF Handwriting – Curly Cal and his Handwriting Pals! Curly Cal’s Letters (c,o,a,d,g,q,e,f,s), Len’s Ladder Letters 2 (r,n,m,h,b,p,k) & Zippy’s Zig-Zag Letters (v,w,x,z) Drawing Club writing Focus
Summer Term	Write recognisable letters most of which are correctly formed. Confidently hold a pencil using an effective grip. Spell words by identifying sounds in them and representing the sounds with a letter or letters – spelling for the sound (SSPF). Write labels and captions. Write a simple sentence that can be read by others. Use finger spaces between words. Begin using a full stop at the end of a sentence. Begin to write some Basics 2 tricky words.	As above and... Supporting story writing sessions in continuous provision – making small changes to a familiar story. Providing opportunities for writing for a purpose in continuous provision – role play, outdoor learning and cooking/making dough etc. Teaching SSPF Basics 3 and Basics 4 phonics (daily). Implementing shared reading and writing. Introduce group reading sessions (supporting transition to Yr. 1). Modelling reading and re-reading writing to check for sense, spelling, finger spaces and full stops (supporting transition to Yr. 1). Constantly highlighting and modelling correct letter formation. Tracking progress using ‘Draw a person’ – logged in children’s Learning Journal. Implementing Supersonic Phonic Friends: SSPF Basics 3 and Basics 4 Drawing Club writing Focus

Statutory ELG: Writing

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.

Educational Programme: Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).