

# EYFS-Y1 Writing Progression

## Callowell Primary School





## EYFS-Y1 Writing Progression

| Jumping Beans Overview      |                      |
|-----------------------------|----------------------|
| Core Focus                  | Additional Focus     |
| All about Me                | Seasons<br>Festivals |
| Transport                   |                      |
| Story Time                  |                      |
| Exploring and Investigating |                      |
| Animals                     |                      |
| The world around us         |                      |

| Reception Overview          |                      |
|-----------------------------|----------------------|
| Core Focus                  | Additional Focus     |
| All about Me                | Seasons<br>Festivals |
| People who help us          |                      |
| Exploring the Past          |                      |
| Butterflies and Beanstalks  |                      |
| Seaside                     |                      |
| Around the world in 80 days |                      |

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|            | Development Matters<br>Birth to three                                                                                                                                                                                                                                                                                                                                                                                                            | Development Matters<br>3 and 4 year olds                                                                                                                                                                                                                                                                                                                                                                                                     | Development Matters<br>Children in Reception                                                                                                                                                                                                                                                                                                                                                                                                                                 | EYFS Framework<br>Early Learning Goal<br>(ELG)                                                                                                                                                                                                                                                                                                                                                                                                                     | Y1 National<br>Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Objectives | <p><b>PD</b></p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools.</p> <p><b>Literacy</b></p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> | <p><b>PD</b></p> <p>Use one-handed tools and equipment, for example making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p><b>Literacy</b></p> <p>Understand the five key concepts about print:</p> | <p><b>PD</b></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>Literacy</b></p> | <p><b>PD: Fine motor skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> <p><b>Literacy: Writing</b></p> <p>Write recognisable letters, most of which are formed correctly.</p> <p>Spell words by identifying sounds in them and representing</p> | <p><b>Writing: Transcription</b></p> <p>Spell:</p> <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> <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> </ul> </li> </ul> |

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|  | Enjoy drawing freely.                                                                                                                                         | -print has meaning.<br>-print can have different purposes.<br>-we read English text from left to right and from top to bottom.<br>-the names of the different parts of a book.<br>-page sequencing. | Form lower-case and capital letters correctly.                                                                 | the sounds with a letter or letters.                                                                                               | -using the prefix un–<br>-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] |
|  | Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”                                                                 |                                                                                                                                                                                                     | Spell words by identifying the sounds and then writing the sound with letters.                                 | Write simple phrases and sentences that can be read by others.                                                                     |                                                                                                                                                                                   |
|  | Make marks on their picture to stand for their name.                                                                                                          | Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.                        | Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | <b>EAD: Creating with materials</b><br><br>Make use of props and materials when role playing characters in narratives and stories. | -apply simple spelling rules and guidance, as listed in English Appendix 1.                                                                                                       |
|  | <b>EAD</b>                                                                                                                                                    |                                                                                                                                                                                                     |                                                                                                                | <b>EAD: Being imaginative and expressive</b>                                                                                       | -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.                                           |
|  | Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone. | Write some or all of their name.                                                                                                                                                                    | Re-read what they have written to check that it makes sense.                                                   | Invent, adapt and recount narratives and stories with peers and their teacher.                                                     | <b>Writing: Handwriting</b>                                                                                                                                                       |
|  | Start to make marks intentionally.                                                                                                                            | Write some letters accurately.                                                                                                                                                                      | <b>EAD</b>                                                                                                     |                                                                                                                                    | Sit correctly at a table, holding a pencil comfortably and correctly.                                                                                                             |
|  | Explore paint, using fingers and other parts of their bodies as well                                                                                          | <b>EAD</b>                                                                                                                                                                                          | Develop storylines in their pretend play.                                                                      |                                                                                                                                    |                                                                                                                                                                                   |
|  |                                                                                                                                                               |                                                                                                                                                                                                     | Explore, use and refine a variety of artistic                                                                  |                                                                                                                                    |                                                                                                                                                                                   |



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|  | <p>as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.</p> | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like</p> | <p>effects to express their ideas and feelings.</p> | <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p><b>Writing: Composition</b></p> <p>Write sentences by:</p> <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> </ul> |
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|  |  | <p>movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness fear etc.</p> |  |  | <p>-re-reading what they have written to check that it makes sense.</p> <p>-discuss what they have written with the teacher or other pupils.</p> <p>-read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p><b>Writing: vocabulary, grammar and punctuation</b></p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>-leaving spaces between words.</p> <p>-joining words and joining clauses using and.</p> <p>-beginning to punctuate sentences using a capital letter and a full stop,</p> |
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|                 |                                                                                                                                                                                                                                                                   |  |  |  | <p>question mark or exclamation mark.</p> <p>-using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>-learning the grammar for year 1 in English Appendix 2</p> <p>use the grammatical terminology in English Appendix 2 in discussing their writing.</p> |
| EYFS Vocabulary | <p><b>Draw, mark-making, write, letters, pencil grip, tools, handwriting, lower-case, capital letter, full stop, finger space, sentence, phoneme, grapheme, digraph, trigraph, tricky word, fiction, non-fiction, purpose, audience, fluency, vocabulary.</b></p> |  |  |  |                                                                                                                                                                                                                                                                                                                  |