



Great Sankey Primary School

EYFS Skills Progression In Writing



The most relevant early years outcomes for writing are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Literacy
- Expressive Arts and Design

Writing: Transcription Spelling

Phonics and Spelling Rules

40-60 Months	Literacy	Writing	<ul style="list-style-type: none"> • To continue a rhyming string. • To hear and say the initial sound in words. • To segment the sounds in simple words and blend them together. • To link sounds to letters, naming and sounding the letters of the alphabet.
ELG	Literacy	Writing	<ul style="list-style-type: none"> • To use their phonic knowledge to write words in ways which match their spoken sounds.

Common Exception Words

ELG	Literacy	Writing	<ul style="list-style-type: none"> • To write some irregular common words.
-----	----------	---------	---

Writing: Transcription Handwriting

Letter Formation, Placement and Positioning

30-50 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> • To draw lines and circles using gross motor movements. • To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. • To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. • To hold a pencil near point between first two fingers and thumb, and use it with good control. • To copy some letters, e.g. letters from their name.
	Literacy	Writing	<ul style="list-style-type: none"> • To sometimes give meaning to marks as they draw and paint.
	Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> • To realise tools can be used for a purpose.

40-60 Months	Physical Development	Moving and Handling	<ul style="list-style-type: none"> To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.
	Literacy	Writing	<ul style="list-style-type: none"> To give meaning to marks they make as they draw, write and paint. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Writing: Composition

Planning, Writing and Editing

30-50 Months	Communication and Language	Speaking	<ul style="list-style-type: none"> To speak to retell a simple past event in correct order. For example, 'I went down slide'. To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. To use talk in pretending that objects stand for something else in play. For example, 'this box is my castle'.
	Expressive Arts and Design	Being Imaginative	<ul style="list-style-type: none"> To engage in imaginative role play based on own first-hand experiences. To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
40-60 Months	Communication and Language	Speaking	<ul style="list-style-type: none"> To link statements and stick to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline or narrative into their play.
	Literacy	Writing	<ul style="list-style-type: none"> To write own name and other things such as labels, captions. To attempt to write short sentences in meaningful contexts.
	Expressive Arts and Design	Being Imaginative	<ul style="list-style-type: none"> To play cooperatively as part of a group to develop and act out a narrative.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> To develop their own narratives and explanations by connecting ideas or events.
	Literacy	Writing	<ul style="list-style-type: none"> To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Awareness of Audience, Purpose and Structure

30-50 Months	Communication and Language	Speaking	<ul style="list-style-type: none"> To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences.
--------------	----------------------------	----------	--

40-60 Months	Communication and Language	Speaking	<ul style="list-style-type: none"> To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> To express themselves effectively, showing awareness of listeners' needs.

Writing: Vocabulary, Grammar and Punctuation

Sentence Construction and Tense

30-50 Months	Communication and Language	Understanding	<ul style="list-style-type: none"> To begin to understand 'why' and 'how' questions.
		Speaking	<ul style="list-style-type: none"> To question why things happen and give explanations and ask questions, e.g. who, what, when, how. To use a range of tenses in speech. For example, play, playing, will play, played.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Use of Phrases and Clauses

30-50 Months	Communication and Language	Speaking	<ul style="list-style-type: none"> To begin to use more complex sentences to link thoughts when speaking, e.g. using 'and' and 'because'.
--------------	----------------------------	----------	--

Use of Terminology

30-50 Months	Communication and Language	Understanding	<ul style="list-style-type: none"> To show an understanding of prepositions, such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
--------------	----------------------------	---------------	---