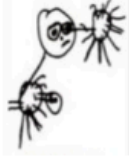

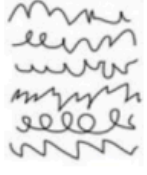
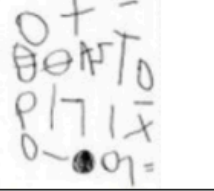


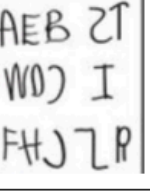
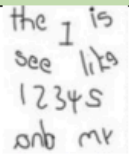

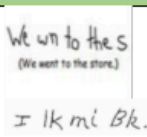
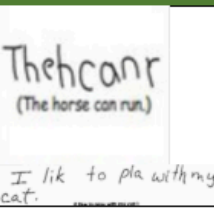
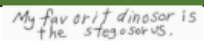
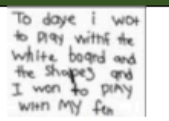
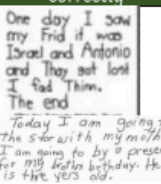


Early Years Writing Progression Map

Writing sounds, ordering sounds, sentence writing

I can write my name	I can write some recognisable letters when I write	I am working on representing some sounds in order when I sound out	I can write initial and end sounds	I can write cvc words using phase 2 sounds I am starting to write ph 2 tricky words	I can write cvc words using some digraphs. I am starting to write ph 3 tricky words	I can write simple captions lists to match a picture	I can write a simple sentence using my phonic knowledge and knowledge of tricky words	I am starting to use a full stop. I can reread what I have written.	I am starting to use some finger spaces between my words. I am forming my letters correctly. I am starting to use capital letters.	My writing can be read by others. Some words are spelled correctly, and others are phonetically plausible. I can spell many HFW words
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Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words

Early Phonemic	Letter name stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	



What does 'On Track' look like across EYFS?

Nursery			
Baseline	Autumn 2	Spring 2	Summer 2
<p>Random scribbling/mark making</p> <p>Give meaning to pictures they draw – talk about what's happening in the picture</p> <p>Have a go at mark making</p>	<p>Scribble writing/mark making</p> <p>Giving meaning to marks that they make</p>	<p>Forming first initial/some letters of their name on the page</p>	<p>Write their name</p> <p>Mark making using some letter symbols from their name</p> <p>Challenge Using some initial sounds</p>
Reception			
Baseline	Autumn 2	Spring 2	Summer 2
<p>Write their name</p> <p>Use some initial sounds in writing</p> <p>Mark making using some letter symbols e.g. when writing a list</p>	<p>Writing CVC words using phonic knowledge</p> <p>Using phonics to write labels</p>	<p>Spelling words by identifying the sounds independently</p> <p>Using diagraphs in writing independently</p> <p>Writing short phrases/captions independently</p>	<p>ELG Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Challenge Use a few tricky words in writing Use clear finger spaces</p>