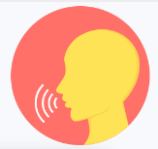


# St Gabriel's Preschool Literacy Progression Document




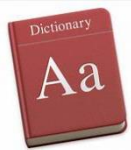
Possible themes and interests	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Assessment Outcome/ End point
Celebrations and experiences	All about me! Visit from nurse/ dentist Harvest	Colours and Christmas Diwali Bonfire night Remembrance Day Walk to post office Christmas	People who help us Fire service visit Police officer visit Valentine's day Chinese New Year	Growing and Easter Caterpillars World Book day Pancake day Mother's day Easter	Traditional tales Food Sports day Bus trip into Leigh Cooking!	Animals Father's Day Visit to the farm or zoo	
<p>The Preschool year provides the foundation for many skills the children will build upon in Reception.</p> <p>Reception expectations (ELGs)</p>	Listening, Attention and Understanding	Speaking	Gross and Fine motor	Comprehension	Word reading	Writing	
	<ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	

## Communication and Language Progression

	Autumn term	Spring term	Summer Term	
<p style="text-align: center;">Speaking</p>  <p style="text-align: center;">See links to Listening and Attention</p>	<ul style="list-style-type: none"> <li>To begin to 'take turns' in conversations with adult support.</li> <li>To use a range of gestures to communicate, show things to adults or share interests i.e. waving, pointing.</li> <li>To understand and say at least 200 words ( everyday words)</li> <li>To begin to put two or three words together.</li> <li>To begin to ask who and what questions.</li> <li>To begin to say how they are feeling using words or actions such as happy and sad.</li> <li>To use and pronounce speech sounds: p, m, b, w.</li> </ul>	<ul style="list-style-type: none"> <li>To independently take turns in a conversation.</li> <li>To begin to use simple pronouns, plurals- 'me', 'him', 'she'.</li> <li>To begin to use simple prepositions- 'in', 'on', 'under'.</li> <li>To use multisyllabic words such as banana and computer.</li> <li>To use and pronounce speech sounds l, r, w, y, f, th, s, sh, ch, dz, j</li> <li>To begin to create simple sentences, linking 4-6 words- "I want to play with cars."</li> <li>To begin to make comments and share their ideas with others</li> <li>To express a preference or point of view with an adult or friend.</li> <li>To retell a simple event with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>To start a conversation with peers and familiar adults and continue it for many turns.</li> <li>To respond to others when playing.</li> <li>To use longer sentences of at least 6 words.</li> <li>To use talk to organise play- "Let's go on a bus... you sit there... I'll be the driver."</li> <li>To use simple conjunctions in talk to link thoughts 'and' 'because'.</li> <li>To use the future and past tense correctly: "I am going to the park"/"I went to the shop."</li> <li>To use words for time, space and function- now, later, over there.</li> <li>To express a point of view with an adult or friend e.g I like.....</li> <li>To retell a simple event.</li> </ul>	<p style="text-align: center;"><u>Speaking</u></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p style="text-align: center;">Listening and Attention</p>	<p style="text-align: center;"><u>Rigid attention moving to single channelled</u></p> <ul style="list-style-type: none"> <li>To understand and follow the listening rules in small groups or one to one for a short time.</li> </ul>	<p style="text-align: center;"><u>Single channelled attention moving to focused attention</u></p> <ul style="list-style-type: none"> <li>To understand and follow the listening rules in small groups for a longer period of time.</li> </ul>	<p style="text-align: center;"><u>Focussed attention</u></p> <ul style="list-style-type: none"> <li>To understand how to listen carefully (Follow the listening rules) in 1:1, small group and whole class situations.</li> </ul>	<p style="text-align: center;"><u>Listening, Attention and Understanding</u></p> <p>Listen attentively and respond to what they hear with relevant</p>






	<ul style="list-style-type: none"> <li>To control their attention on an activity of their choosing for a short period of time.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to shift attention from one task to another if they hear their name.</li> <li>To control their attention on an activity for a longer period of time.</li> </ul>	<ul style="list-style-type: none"> <li>To maintain attention in whole class contexts for a short time.</li> <li>To shift their attention speedily when required e.g. when given a clear prompt- 'name.'</li> </ul>	<p>questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>
	<ul style="list-style-type: none"> <li>To be able to listen to simple stories and understand what is happening with help of the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>To engage in story times with interest and enjoyment.</li> <li>To listen to and enjoy sharing a range of books.</li> </ul>	<ul style="list-style-type: none"> <li>To engage in story times with interest and enjoyment.</li> <li>To listen to and enjoy sharing a range of books.</li> <li>To engage in conversations about stories.</li> <li>To make simple comments about a story.</li> <li>To enjoy listening to longer stories and remember some of what happens.</li> </ul>	<p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b><u>Being Imaginative</u></b> To sing well known nursery rhymes and songs. To perform well known songs, nursery rhymes and poems with others.</p>
	<ul style="list-style-type: none"> <li>To enjoy singing, music and toys that make sounds.</li> <li>To take part in action songs e.g twinkle, twinkle.</li> <li>To fill in words from well-known rhymes</li> </ul>	<ul style="list-style-type: none"> <li>To enjoy joining in with songs and rhymes</li> <li>To know some songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>To enjoy joining in with rhymes and songs.</li> <li>To know a large repertoire of songs and rhymes.</li> <li>To sing as part of a group.</li> </ul>	<p><b><u>Self-Regulation</u></b> Give focused attention to what the teacher says, responding appropriately, even when engaged in another activity and show an ability to follow instructions involving several ideas or actions.</p>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>To engage in conversations about stories, learning new vocabulary.</li> <li>To widen vocabulary by answering blank level 1 questions (naming objects) </li> <li>To extend vocabulary exploring the meaning of new topic words.</li> </ul>			<p><b><u>Comprehension</u></b> To demonstrate understanding when</p>



Key vocabulary to be developed (Autumn term)	Key vocabulary to be developed (Spring term)	Key vocabulary to be developed (Summer term)
Birthday, Christmas Day, Bonfire Night, Diwali	Chinese New Year, dragon	Father's Day
Preschool, corridor, dinner hall, Reception, toilets	Mother's Day	Then, before, now, next, soon, after beebot, Forwards, backwards
Family- sister, brother, mum, dad, step mum, step dad, pet, cat, dog same, different	Doctor, Dentist, Fireperson, Police officer, Cook, Headteacher, Teacher	Porridge oats, honey, jam, bowl, spoon, mix, jug, microwave
Body parts- Head, shoulders, knees, toes, legs, arms, ears, eyes, nose, mouth, tummy	In, on, under, next to, behind	Wood, Metal, Material
Germs, toothbrush, toothpaste, clean, brush, wash, soap	Apple, pear, strawberry, plums, oranges, knife, cut, salad	Healthy, unhealthy, fruit, vegetables, Apple, Banana Pear, Strawberry, Carrots, Potatoes, Onions, Peas Water, Milk
Shops, post office, school, road, park, post box.	Baby, child, adult, sequence, order, life cycle egg, Caterpillar, Cocoon, Butterfly	Pet- Dog, Cat, Rabbit , Hamster, Gold fish
	Leaf, leaves, Flowers Daffodil, Sunflower, Cress, seed, grow	Zoo- Lion, Elephant, Monkey, Giraffe, tiger farm- cow, sheep, horse, pig, hen
<b>Ongoing Vocabulary</b>		
Days of the week, months of the year weather- sunny, rainy, windy, snowy, hot, cold, seasons- Season, Autumn, Winter, Spring, Summer		
Squash, squeeze, push, rip, cut, roll, stretch twist, turn, push, pull, press, cutter		
Marks, patterns, shapes, same, different, draw, paint, write		
Plan, balance, construct, structure, bricks, blocks, in, through, on top, under, behind, next to, tall, tallest, big, small, short, tower card, paper, cardboard, join, thick, thin, glue, glue stick, scissors, fold, cut, press, decorate, stick, shape, create.		

talking with others about what they have read by retelling stories using their own words and recently introduced vocabulary.

To use and understand new vocabulary during discussions about stories, non-fiction, rhymes and poems.

<p><b>Retelling</b></p> 	<ul style="list-style-type: none"> <li>To begin to develop play around favourite stories using props with modelling from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about familiar books.</li> <li>To repeat words and phrases from familiar stories.</li> <li>To retell events in the correct order with support.</li> </ul>	<ul style="list-style-type: none"> <li>To engage in conversations about stories.</li> <li>To retell a familiar story in their own words using some repeated refrains.</li> <li>To join in with repeated refrains in a familiar story.</li> <li>To complete a repeated refrain in a familiar story.</li> <li>To retell a simple event in the correct order.</li> </ul>	<p><b><u>Being Imaginative</u></b></p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p><b><u>Self-Regulation</u></b></p> <p>Give focused attention to what the teacher says, responding appropriately, even when engaged in another activity and show an ability to follow instructions involving several ideas or actions.</p>
<p><b>Understanding</b></p> 	<ul style="list-style-type: none"> <li>To understand single and frequently used words in context i.e. bye-bye.</li> <li>To be able to choose between 2 objects when asked- "Do you want the ball or the car?"</li> <li>To understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"</li> <li>To understand action words by pointing to the right picture in a book.</li> <li>To understand what is happening in a story with help from the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>To understand longer sentences such as "make teddy jump" or "find your coat."</li> <li>To understand simple questions about 'who', 'what' and 'where'.</li> <li>To talk about events and characters in a familiar book by answering blank level 2 questions e.g. who, what where and when.</li> <li>To listen and follow instructions with three key words like: "Can you wash dolly's face?"</li> </ul>	<ul style="list-style-type: none"> <li>To listen and follow an instruction containing two parts such as "Get your coat and come and sit down." (familiar situations)</li> <li>To answer simple why questions- "Why do you think the caterpillar got so fat?"</li> </ul>	
<p><b>Sequencing</b></p> 		<ul style="list-style-type: none"> <li>To listen to stories and remember some of what happened with prompts and support from an adult.</li> </ul>	<ul style="list-style-type: none"> <li>To listen to longer stories and remember some of what happened.</li> <li>To sequence two events from a story using pictures, puppets or role play.</li> </ul>	

## Print and books



Linked to weekly story vote- books for pleasure

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| <ul style="list-style-type: none"> <li>To enjoy sharing books with an adult.</li> <li>To be able to pay attention and respond to the pictures or the words in a book- when sharing with an adult.</li> </ul> | <ul style="list-style-type: none"> <li>To have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>To hold a book correctly and handle with care.</li> <li>To identify signs and symbols in the environment and say what they mean (Familiar logos.)</li> </ul> | <ul style="list-style-type: none"> <li>To be able to express a preference for a book, song or rhyme from a limited selection.</li> <li>To hold a book correctly and handle with care.</li> <li>To understand the five key concepts about print:             <ul style="list-style-type: none"> <li>To understand print has meaning.</li> <li>To know print can have different purposes.</li> <li>To know that text in English reads from left to right and from top to bottom</li> <li>To know the names of the different parts of a book</li> <li>To understand page sequencing</li> </ul> </li> </ul> |
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## Wellcomm



	EY 2	EY 3	EY 4	EY 5	EY 6	EY 7	EY 8
	<ul style="list-style-type: none"> <li>Understanding single words.</li> <li>Understanding what real things are for.</li> <li>Learning toys represent real things/objects.</li> <li>Understanding instructions using everyday routine.</li> <li>Pointing to things or people.</li> <li>Using important first words.</li> <li>Learning to use name.</li> <li>Learning to take turns.</li> <li>Developing eye contact.</li> </ul>	<ul style="list-style-type: none"> <li>Learning to make sense of the world.</li> <li>Using songs and rhymes to develop single words (name body parts).</li> <li>Learning verbs.</li> <li>Understanding sentences with two key words.</li> <li>Putting two words together.</li> <li>Naming everyday things.</li> <li>Using words to describe actions.</li> <li>Copying actions in rhymes and songs.</li> <li>Talking about what they have seen or done.</li> </ul>	<ul style="list-style-type: none"> <li>Remembering two things.</li> <li>Understanding simple describing words in sentences.</li> <li>Understand early negative 'no'.</li> <li>Understand more instructions that are complex.</li> <li>Learn to talk through play.</li> <li>Understand and use verbs.</li> <li>Using in and on simple level.</li> <li>Add 'ing' to describe an action.</li> </ul>	<ul style="list-style-type: none"> <li>Understand in on and under at a simple level.</li> <li>Remembered and say name of two things.</li> <li>To name colours and use in a two word phrase.</li> <li>Learning meaning of where.</li> <li>Using three word sentences.</li> <li>Using what and where questions.</li> <li>Understand what things are used for.</li> <li>Using simple plurals/plural.</li> <li>Understand and respond to yes no questions.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and use pronoun he and she.</li> <li>Understand behind and in front.</li> <li>Understand negative form.</li> <li>Understand function of body parts.</li> <li>Learning to share and take turns.</li> <li>Develop expressive language.</li> <li>Understand and use verbs in past tense.</li> <li>Generate ideas about the function of objects.</li> </ul>	<ul style="list-style-type: none"> <li>Engage with role play.</li> <li>Understand few and many.</li> <li>Understand long and short.</li> <li>Understand meaning of why.</li> <li>Understand first and last.</li> <li>Understand and use four word sentences.</li> <li>Using comparative 'bigger' 'longer' 'smaller'.</li> <li>Understand opposites.</li> <li>Understand and use pronouns his and her</li> </ul>	<ul style="list-style-type: none"> <li>Understands the meaning of 'when'.</li> <li>Understands that things that go together are not always the same.</li> <li>Understands the meaning of 'after'.</li> <li>Understands a sentence containing 'either' or 'or'.</li> <li>Understands range of prepositions- 'in front' 'behind' 'next to' 'between'.</li> <li>Understand question words using stories.</li> <li>Remember and say five things.</li> <li>Understands superlative 'biggest' 'tallest'.</li> </ul>





	<ul style="list-style-type: none"> <li>Matching two objects.</li> </ul>		<ul style="list-style-type: none"> <li>Using 'I' 'my' 'we'.</li> <li>Use big and little</li> <li>Understand three key words.</li> <li>To match colours.</li> <li>Taking turns in small groups- understand 'my' and 'your' turn.</li> <li>To join play sequences together.</li> </ul>	<ul style="list-style-type: none"> <li>Understand who questions.</li> <li>Sorting things that go together.</li> <li>Develop listening skills through games.</li> </ul>	<ul style="list-style-type: none"> <li>Understand why questions.</li> <li>Remember and say name of three then four things.</li> <li>To attend to an adult activity for longer periods.</li> <li>Understand and use who where and what questions.</li> </ul>	<p>then 'they' and 'their'</p> <ul style="list-style-type: none"> <li>Linking sentences using because.</li> <li>Talk about things that have happened- news time.</li> <li>Understanding 'same' and 'different'</li> <li>Plays socially.</li> </ul>	<ul style="list-style-type: none"> <li>Understands emotions.</li> <li>Retell simple stories.</li> <li>Understanding and using concepts.</li> <li>Develop vocabulary using word webs.</li> </ul>	
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**Word Reading and Phonics Progression**


<p><b>Phonic development</b></p>  	<p><u>Keys to Communication</u> <u>Phase 1 Phonics (Aspect 1-4)</u></p> <ul style="list-style-type: none"> <li>To identify sounds that I hear inside and outside.</li> <li>To identify similar sounds and put them into context (where might we hear them).</li> <li>To identify familiar animals and imitate the sounds they make.</li> <li>To sing at different volumes- loud and quiet.</li> <li>To identify (name) an instrument being played behind a screen.</li> <li>To play an instrument louder and quieter.</li> <li>To be able to stop and start playing an instrument at a signal.</li> <li>To play instruments as part of a group.</li> <li>To identify and copy a body sound such as a clap.</li> <li>To join in with words and actions to songs/ nursery rhymes.</li> <li>To move their body in response to music.</li> <li>To join in with repetitive story/ song refrains.</li> <li>To enjoy playing rhyme bingo.</li> </ul>	<p><u>Phase 1 Phonics (Aspect 4-7)</u></p> <ul style="list-style-type: none"> <li>To copy exaggerated sounds such as sssss.</li> <li>To copy mouth movements for simple sounds.</li> <li>To suggest a person/ object when given an initial sound.</li> <li>To suggest non-words beginning with a selected initial sound.</li> <li>To enjoy exploring mouth movements such as blowing and wiggling tongue.</li> <li>To make different voice sounds such as weeeee! Then other sounds such as shouting, whispering, squeaking.</li> <li>To begin to talk about different sounds- loud, quiet, high, low.</li> <li>To copy robot / sound talk such as c-a-t, p-i-n.</li> <li>To be able to tap out simple syllables in words.</li> <li>To identify items/ objects by blending: t-a-p? TAP (orally blend words- possibly with support from adult).</li> <li>To begin to speak in sound talk: t-a-p.</li> </ul>	<p><u>Phase 1 Phonics (Aspect 5-7)</u> <u>Read write inc.</u></p> <ul style="list-style-type: none"> <li>To orally blend sounds into words independently.</li> <li>To read individual letters by saying the sounds for them. (m a s d t i n p g o c k u b f e)</li> <li>To blend sounds into words to read VC and CVC words independently.</li> </ul>	<p><u>Word Reading</u></p> <p>Say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
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- To begin to match rhyming items.
- To complete a familiar rhyme: twinkle, twinkle little...?

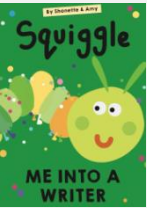
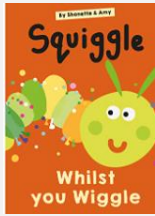
## Stages of grip development


Birth to 2 years	Pre 3 years	Preschool	Reception
			
<p><b><u>Fisted hand and fisted grip</u></b></p> <p>A young child will hold the pencil or crayon with their whole hand ( little finger closest to paper and thumb on top.</p>	<p><b><u>Palmer grasp and four fingered grip</u></b></p> <p>As children gain fine motor control they progress to a four fingered grip. A child will use all four fingers to hold an object against their thumb. This gives a child greater control when holding a small object.</p>	<p><b><u>Five fingered grip</u></b></p> <p>Once children develop strong fine motor control, a pincer grip emerges. A child uses their thumb and index finger to hold and manipulate small objects. With a pincer grip a child can twist dials, turn pages in a book, open and close a zip and use pencils and crayons with precision.</p>	<p><b><u>Tripod grasp/three fingered</u></b></p> <p>In this hand grip a utensil is held between the thumb, index and middle fingers. They start to use finger movements to make shapes and letters.</p>

## Writing Progression

<b>Handwriting Development</b>  	<p style="color: orange;"><b>Wiggle me into Squiggle Moves 1-10</b></p> <p>GROSS FOCUS</p> <p>*Children will create simple movements using a range of sensory media- gloop, shaving foam, coloured sand, porridge oats, coloured rice</p>	<p style="color: green;"><b>Squiggle whilst you wiggle Moves 1-3</b></p> <p>FINE MOTOR FOCUS</p> <p>*Children will apply moves already taught to create more meaningful marks using a range of media- markers, chalk, felt pens, crayons</p>	<p style="color: green;"><b>Squiggle whilst you wiggle Moves 4-5</b></p> <p>FINE MOTOR FOCUS</p> <p>*Children will apply moves already taught to create more meaningful marks using a range of media- markers, chalk, felt pens, crayons</p>	<p style="color: green;"><b>Squiggle whilst you wiggle Moves 6-7</b></p> <p>FINE MOTOR FOCUS</p> <p>*Children will apply moves already taught to create more meaningful marks using a range of media-</p>	<p style="color: green;"><b>Squiggle whilst you wiggle Moves 8-9</b></p> <p>FINE MOTOR FOCUS</p> <p>*Children will apply moves already taught to create more meaningful marks using a range of media- markers, chalk, felt pens, crayons</p>	<ul style="list-style-type: none"> <li>• To use a tripod grip to hold a pencil.</li> <li>• To know to write from left to right</li> </ul>	<p><b><u>Fine Motor</u></b></p> <p>Hold a pencil effectively for writing- using the tripod grip in almost all cases.</p>
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	Move 10- To crawl using hands and knees both left and right	3B To make a wider circular movement.					
<p><b>Composition and Emergent Writing Development</b></p> 	<p>Adults within the provision need to model a range of mark making and writing opportunities. They should encourage children to:</p>	<p>Adults within the provision need to model a range of mark making and writing opportunities. They should encourage children to:</p>	<p>Adults within the provision need to model a range of mark making and writing opportunities. They should encourage children to:</p>	<p><b>Writing</b></p> <p>Write recognisable letters most of which are correctly formed.</p> <p><b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></p> <p><b>Write simple phrases and sentences that can be read by others.</b></p>			
<ul style="list-style-type: none"> <li>To begin to draw pictures (Enjoy drawing freely)</li> <li>To experiment with mark making with different materials e,g pencils, pens, crayons, brushes and chalks</li> <li>To begin to give meaning to the marks they paint and draw.</li> <li>To make marks on their picture to stand for their name.</li> </ul>	<ul style="list-style-type: none"> <li>To give meaning to marks they paint and draw.</li> <li>To know the difference between drawing and writing</li> <li>To make marks and draw with increasing control.</li> <li>To begin to imitate writing in play (Own symbols)</li> </ul>	<ul style="list-style-type: none"> <li>To give meaning to marks they paint, draw or write.</li> <li>To use some recognisable letters, letter like shapes and own symbols in their independent writing.</li> <li>To 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; write 'm' for mummy.</li> <li>To write some letters accurately - mostly identifiable letters within their name</li> <li>To use the correct letters for initial sounds (5 terms)</li> <li>To begin to write words to label pictures using known letter-sound correspondences with adult support (5 terms)</li> </ul>					

- To show a dominant hand
- To know that print carries meaning
- To form a vertical line correctly ( top to bottom)
- To form a horizontal line correctly ( left to right)
- To form a circles using anticlockwise movements

- To form some letters from their name correctly

**Name Writing development**

- Write their name tracing over it on a name card

**Name Writing development**

- Write their name tracing over it on a name card
- To write the first letter of their name

**Name Writing development**

- To write some or all of their name independently from memory

**Examples of writing progression in Early Years**

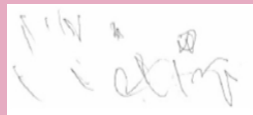
**Birth to Three**

**Making marks (Random scribbling)**



- Making marks with no meaning. Scribbles are usually a result of large movements from the shoulder.
- Random marks over lapping layers.

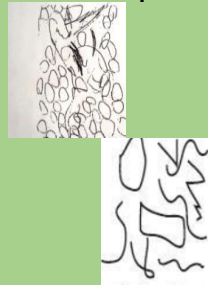
**Scribbling**



- Marks begin to become less haphazard on the page.
- Marks become more controlled e.g. dabbing or lines that go across/ up, down/ round and round.

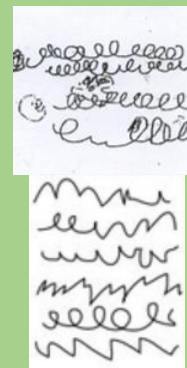
**Pre Phonemic Stage- Three and four year olds**

**Shapes**



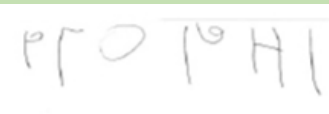
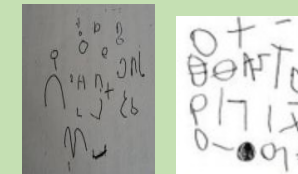
- Begins to give meanings to their marks, but is not consistent
- The meaning they ascribe for marks changes person to person/ minute to minute
- Separate symbols. Attempts closed shapes.
- Marks mainly consist of circles/ lines.

**Mock handwriting (Scribble writing)**



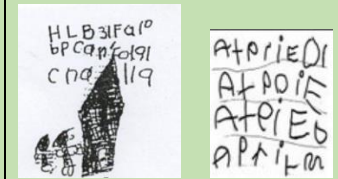
- Marks appear to be more focused and purposeful.
- Gives one to two-word descriptions
- Wavy scribbles that imitate handwriting and have a left to right progression; child pretends to write words.

**Letter like forms**



- Letters and marks that resemble letter like shapes.
- Writes 'mock letters' or symbols).
- May try to imitate some letters from their name.

**Letter strings**



- Uses symbols and letters to give meaning to marks they make.
- Copies some letters from their name/may write all of name
- Marks/ drawings begin to look like what they are drawing
- Strings of letters that do not create words, written left to right
- String of letters that move left to right and move down the page.
- Might include uppercase and lowercase letters

**Physical Development Links**

- The child is beginning to develop manipulation and control.
- The child explores different materials and tools.

**Physical Development Links**

- Uses one handed tools and equipment.
- Uses a comfortable grip with good control when holding pens and pencils.
- Shows a preference for a dominant hand.

**Expressive Arts and Design Links**

- The child starts to intentionally make marks.
- Explores paint, using fingers, their body as well as brushes and other tools
- Explores ideas and feelings through making marks, sometimes gives a meaning to the marks they make.

**Expressive Arts and Design Links**

- Creates closed shapes with continuous lines, and begin to use these shapes to represent objects.
- Draws with increasing complexity and detail, such as representing a face with a circle and including detail.
- Uses drawing to represent ideas like movement or loud noises.
- Shows different emotions in their drawings and paintings.

**Reception examples of writing progression**

**Stage 1: Early Phonemic stage  
(Transitional Writing)  
Environmental Print**

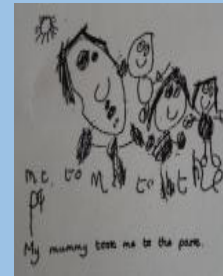
the I is  
see like  
12345  
onb mr

S loop

- Letters begin to resemble words: letters/ words. Usually copied from environmental print.
- Letters often reversed.

**Stage 2: Letter name stage**

IWTN  
M (I went to  
nature museum)



- Uses identifiable letters that match initial sounds/ ending sounds in words.
- Gives consistent meaning to their marks.
- Beginning and ending letters are used to represent words.

**Stage 3**

BRD

top  
pin  
bit  
hot

.mud  
.up

.vet  
.vah

- Writes CVC words independently.
- Can write their full name correctly.

**Stage 4**

a cat

I am hot

My pup is big

- Writes simple captions/ sentences with phonetic spelling and finger spaces.
- Captions/sentences contain key words.

**Stage 5A**

dtop  
flag  
chop it up

bleck  
.stink

Let's jump in and  
splash

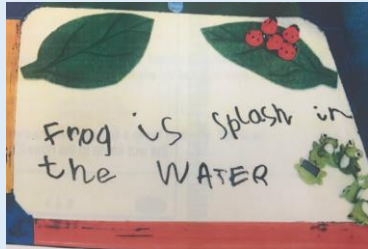
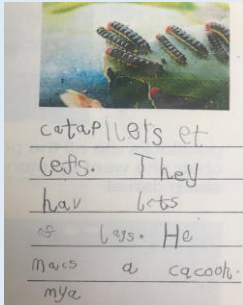
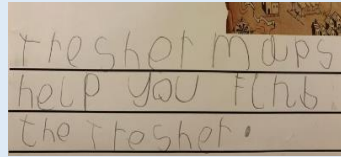
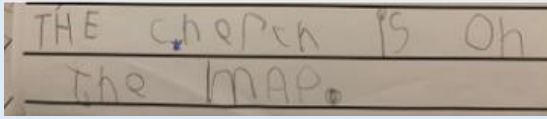
- Children write words with set 1 digraphs or four sounds independently.
- They use these words to write simple sentences.

**Stage 5B**

I went to my  
house and  
I got my  
toy

- When independent writing, the child uses some clearly identifiable letters to communicate meaning.
- Children write some letters in the correct order and spell some words correctly but may forget finger spaces

## Stage 6



- Children can write short sentences independently with known letter- sound correspondences that contain accurately spelt key words and finger spaces.
- Words are phonetically plausible.
- Writing and be read by themselves and others.
- Forms most lower case letters correctly.
- The child is beginning to use a capital letter and full stop.

## Early Learning Goal

- 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 or sentences that can be read by others.

## Physical Development Links

- Develop fine motor skills so that they can use a range of tools competently, safely and confidently
- Develop the foundations of a handwriting style which is fast, accurate and efficient

## Early Learning Goal

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

## Expressive Arts and Design Links

- Explore, use and refine a variety of artistic effects to express ideas and feelings

## Early Learning Goal

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function