

Literacy/English – Writing Skills Progression Map

School Readiness Intent: At St Francis CE Primary School we will endeavour to provide high quality English skills that will provide children with a voice to share their ideas with the world. The English curriculum is intrinsic to education as it entails the teaching of how to speak, read and write fluently and confidently, to ensure a child's development into a participating and productive member of society. We hope that children join the main school with good gross and fine motor skills enabling them to hold and manipulate a range of mark making tools. We hope that they see themselves as confident mark makers and have an 'I can' attitude to making marks.

EYFS Intent: Children in the Early Years Foundation Stage will have many opportunities to make marks for pleasure and enjoyment, during indoor and outdoor play. They will begin to see that their marks can carry meaning. Children will be confident at making marks as they know their marks are valued and appreciated. Through mark making the desire to communicate meaning through letter shapes slowly emerges. This journey is encouraged and supported throughout the EYFS.

Writing features into the Specific Area Of Learning - Literacy – under the strand 'Writing' and the Prime Area of Learning called Physical Development (PD) under the strand 'Moving and Handling.' Holding mark making/writing tools require good levels of physical development.

EYFS Stage	Development Matters	Implementation/ Context
F3 	Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning. 22-36 Months: Literacy – Writing • Distinguishes between the different marks they make. 22-36 Months: Physical Development – Moving and Handling • Shows control in holding and using... mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • May be beginning to show preference for dominant hand.	Access to a range of mark making mediums including sensory mark making, slime, foam, paint, pencils, paper types. Continuous provision provides access to sand or water play where fine motor skills are developed and early mark making is encouraged where appropriate. Access to IWB's and iPad in nursery to make marks using different types of technology. Clear modelling of marks and print carrying meaning through practitioners scribing for children. Practitioners model reading stories and rhymes daily and link to drawing and marking making activities available through continuous provision. Practitioners make marks with children and model differentiating between their drawing and writing using a variety of tools and media. Dancing to action songs and rhymes supports arm strength and readiness for writing. Playdough and other malleable materials are used to help develop and finger muscle control preparing hands for writing. Funky Fingers table – activities to develop small muscles in hands, fingers, thumbs and wrists.

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Nursery F2 	30-50 Months: Literacy – Writing • Sometimes gives meanings to marks as they draw and point. • Ascribes meanings to marks that they see in different places. 30-50 Months: Physical Development – Moving and Handling • Draws lines and circles using gross motor movements. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name.	Talk for writing is used to support children to begin to build up a bank of texts. Children use actions for words and retell stories. This also supports sequencing skills. Sound buttons are used to help children record their sentences as they make marks Relevant vocabulary is displayed on the walls and display boards, using different fonts or hand-written signs or captions. Vocabulary is discussed and read with the children before it is displayed so that children make the link that words carry meaning. ‘Helicopter Stories’ is used to support children to use their imaginations to tell stories. Children tell the teacher their story, which is later read by the teacher, while the children use movements to act it out with their peers. ‘Write Dance’ is used to support children’s gross and fine motor skills. Children follow set movements to the music and then begin ‘scrimbling’ using different materials such as chunky crayons, felts or chalks to build up their strength for writing. Their ‘scrimbles’ are displayed to encourage pride in mark making. Phonics sessions enable the children to understand that marks have meanings. There is lots of repetition of sounds and practitioners also point to the sounds on the working wall when they say them. Rhymes are used when modelling how to write a letter – Jolly Phonics songs and actions. Practitioners demonstrate writing skills and use shared writing techniques to involve the children. Children have many opportunities for developing their motor skills and writing during continuous provision (both inside and in the outdoor area). A class floor book is used to record what the children have been up to in Nursery. Children thoroughly enjoy watching the teacher write in there and they then also have opportunities to add to the book. Children take ownership of their own mark making/name writing books which they can access as part of their continuous provision and during a weekly adult-led activity.

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EYFS Stage	Development Matters	Implementation/ Context
Reception  	40-60 Months: Literacy – Writing and ELGs • Gives meaning to marks they make as they draw, write and point. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Link sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in a sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. ELGs for Literacy - Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 40-60 Months: Physical Development and ELGs: • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. ELGs for Physical Development – Moving and Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	‘Helicopter Stories’ is used to support children to use their imaginations to tell stories. Children tell the practitioner their story, which is later read by the practitioner, while the children use role play to act it out with their peers. ‘Talk for Writing’ is used to support children to begin to build up a bank of texts. Children use actions for words and retell stories. Children sequence the events in a story using cut out pictures. They later draw out their own pictures onto a story map. Practitioners model writing to children so they can see the completed process. Daily Phonics is used to support children’s spelling. Sounds are taught daily and rhymes are used to support children to form letters. Activities are planned to encourage children to think of the initial sounds in words which slowly build up to CVC words and CCVC words. Children are taught to spell common exception words (tricky words) through adult-led activities, which are supported by continuous provision. Practitioners demonstrate writing skills and use shared writing techniques to involve the children. Children write into their English workbooks but also have many opportunities for developing their motor skills and writing during continuous provision (both in and out of the engaging writing area). Write dance is used to support children’s gross and fine motor skills. Children follow set movements to the music and then ‘scrimble’ using different materials such as chunky crayons, felts or chalks to build up their strength for writing. They then continue to practise letter formation. Dough Disco is used to support fine motor skills and finger muscle control preparing hands for writing.

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Impact:

- Pupils have developed their gross motor and fine motor skills to enable them to make marks and write using a variety of tools at floor level, on the table, or vertically on walls or easels.
- Pupils will enjoy writing across a range of genres and purposes – shopping lists, cards for different occasions, labels, captions, speech bubbles, thought bubbles, invitations, sentences, poems, place names, each other's names, notes, recipes, instruction writing etc.
- Pupils will engage in adult-initiated and child-initiated writing activities during free-flow play and across all areas of learning.
- Pupils will know that writing is not just for writing sessions, it's a skill that can be used at any time, both inside and outside.
- Pupils will enjoy the process of mark making, the journey is so important, not just the end result.
- Pupils of all abilities will be able to succeed in all Literacy/English lessons because work will be appropriately scaffolded.
- Pupils will have a developing range vocabulary which they use when talking about their writing and then at a later stage, within their writing.
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience.
- Parents and carers will have a good understanding of how they can support mark making, name writing, spelling and basic grammar at home and contribute regularly to home learning.
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- Pupils working at Greater Depth within each year group will be identified (see Venn diagram) and supported accordingly.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged.)

The Characteristics of Effective Learning and Teaching

Playing and exploring	Active Learning	Creating and thinking critically
Engagement: • Finding out and exploring • Playing with what they know • Being willing to 'have a go' 	Motivation: • Being involved and concentrating • Keeping trying • Enjoying achieving what they set out to do  	Thinking: • Having their own ideas • Making links • Choosing ways to do things 

