

Writing Progression

	Autumn	Spring	Summer
Nursery	<p>Are beginning to give meaning to marks they make as they draw and paint.</p> <p>With support, they are beginning to ascribe meanings to marks that they see in different places.</p> <p>Begins to break the flow of speech into words.</p>	<p>Sometimes gives meanings to marks they make as they draw and paint</p> <p>Sometimes ascribe meanings to marks that they see in different places.</p> <p>With support, is beginning to continue a rhyming string.</p> <p>Hear and says initial sounds in words.</p> <p>With support, is beginning to link sounds to letters, naming and sounds a few of the letters of the alphabet.</p> <p>With support, is beginning to use some letters to communicate meaning.</p> <p>With support, is beginning to write their own name.</p>	<p>Gives meaning to marks the make as they draw and paint.</p> <p>With support, sometimes continues a rhyming string.</p> <p>With support, is beginning to segment sounds in simple words and blend them together.</p> <p>With support, can link sounds to letters, naming and sounds some of the letters of the alphabet.</p> <p>With support, uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Is beginning to write own name independently, with some letters formed correctly.</p>
<p>Reception</p> <p>This is the proposed overview – there will be pupils who may be working below these expectations and intervention s/ groups will be created accordingly</p>	<p>Gives meaning to marks the make as they draw and paint.</p> <p>Continues a rhyming streak.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>With support, can link sounds to letters, naming and sounds some of the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Gives meaning to marks the make as they draw, write and paint.</p> <p>Can link sounds to letters, naming and sounds the letters of the alphabet.</p> <p>Writes own name and other things such as labels and captions.</p> <p>Writes short sentences in meaningful contexts.</p> <p>Is beginning to form lower case letters in the correct direction.</p> <p>With support, can sometimes hold pencil comfortably and correctly.</p>	<p>Use their phonics knowledge to write words in ways, which match their spoken sounds.</p> <p>They can write some irregular common words.</p> <p>They write simple sentences, which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p> <p>They are beginning to use some key features of narrative in their own writing.</p> <p>Is beginning to form lower case letters in the correct direction, starting and finishing in the right place</p>

	<p>Writes own name and with support will write other things such as labels and captions.</p> <p>With support, attempts to write short sentences in meaningful contexts.</p>	<p>Is beginning to understand that letters belong to handwriting 'families'</p>	<p>Is beginning to hold a pencil comfortable and correctly independently.</p> <p>With support, understands which letters belong to which handwriting families and practises these.</p>
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