

## Writing Progression Map (EYFS - Year 2)

Standard	<b>EYFS</b> 3-4 year olds Reception Early Learning Goal	Year 1	Year 2
<b>Working Towards (WTS)</b>	<p>Write words using a mixture of appropriate/ random letters.</p> <p>Spell own name.</p> <p>Begin to form recognisable letters.</p> <p>Show a preference for a dominant hand.</p> <p>Begin to break flow of speech into words.</p> <p>Attempt to write short sentences in meaningful contexts (may not be easily read by others).</p> <p>Say aloud what they want to write.</p> <p><b>Use large-muscle movements to wave flags and streamers, paint and make marks.</b></p>	<p>Spell most CVC words and begin to segment words into phonemes and represent these by graphemes (Phase 2 &amp; 3).</p> <p>Spell some Year 1 HFW and common exception (tricky) words correctly.</p> <p>Begin to form capital letters.</p> <p>Form most letters correctly, although size and shape may be irregular or reversed.</p> <p>Begin to write simple sentences.</p> <p>Begin to show awareness of how to use full stops and capital letters in writing - in the correct place on at least</p>	<p>Segment words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonetically plausible attempts at others.</p> <p>Can spell some Y2 common exception words correctly.</p> <p>Use some suffixes to spell some words correctly (e.g. ing, ed, er, es, ly).</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing.</p> <p>Demarcate some sentences with capital letters and full stops.</p> <p>Regularly uses finger spaces</p>

	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop storylines in their</p>	<p>one occasion.</p> <p>Use finger spaces between some words.</p> <p>Begin to sequence sentences to form short narratives / recounts.</p> <p>Re-read writing to ensure it makes sense.</p> <p>Produce own ideas for writing.</p>	<p>between words.</p> <p>Write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>Produce own ideas for writing and shows some evidence of attempting interesting vocabulary.</p> <p>Use some noun phrases.</p> <p>Write simple and compound sentences with evidence of using 'and' plus at least one other conjunction to join clauses correctly.</p>
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	<p>pretend play.</p> <p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>		
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Standard	<b>EYFS</b> 3-4 year olds Reception Early Learning Goal	Year 1	Year 2
<b>Expected (EXS)</b>	<p>Make phonetically plausible attempts to spell simple words.</p> <p>Spell most of the words from the high frequency list (Phase 2 &amp; 3).</p> <p>Spell many CVC words correctly.</p> <p>Draw recognisable letters of the alphabet.</p> <p>Write own name with correct letter formation, although size and shape may be inconsistent.</p> <p>Hold a pencil effectively (correct grip may not be established yet).</p> <p>Usually leave a finger space between words.</p> <p>Say the purpose of different texts/ types of writing (at least three).</p> <p>Write simple labels and</p>	<p>Segment words into phonemes and represent these by graphemes, spelling some correctly (Phases 2, 3, 4 and 5).</p> <p>Spell most Year 1 HFW and common exception words correctly.</p> <p>Use some suffixes (e.g. ing, ed, er, s).</p> <p>Form capital letters.</p> <p>Sit and hold pencil correctly (with correct grip).</p> <p>Usually write lower case letters in regular size, shape and orientation.</p> <p>Use full stops in writing and capital letters to demarcate some sentences but may not be consistent.</p>	<p>Segment words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p> <p>Spell many Y2 common exception words correctly.</p> <p>Use some suffixes to spell some words correctly (e.g. ing, ed, er, es, ly, est, ful).</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower- case letters.</p> <p>Use spacing between words that reflect the size of the letters.</p> <p>Demarcate most sentences with capital letters and full stops.</p> <p>Mostly correct use of question marks and exclamation marks when required.</p>

	<p>captions.</p> <p>Show some control over word order, producing short logical statements.</p> <p>Begin to attempt to write a recount of simple known stories.</p> <p>Write simple sentences which can be read by themselves and others.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand. Write some letters accurately.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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.</p> <p>Write some or all of their name.</p>	<p>Use finger spaces between most words.</p> <p>Usually use capital letters for proper nouns and personal pronoun 'I'.</p> <p>Begin to use question marks and exclamation marks.</p> <p>Sequence sentences to form short narratives / recounts.</p> <p>Re-read writing to ensure it makes sense.</p> <p>Produce own ideas for writing and shows some control over word order to produce logical statement.</p> <p>Write simple sentences.</p> <p>Join words and clauses using 'and' or any other connectives.</p> <p>Write in past and present tense correctly some of the time.</p>	<p>Write about real events recording these simply and clearly.</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Write for different purposes, showing some awareness of audience.</p> <p>Use some expanded noun phrases to describe and specify.</p> <p>Show evidence of attempting adventurous/interesting vocabulary.</p> <p>Use co-ordination (e.g. and, but, or, so) to join clauses.</p> <p>Use some subordination (e.g. because, if, that) to join clauses.</p> <p>Write in past and present tense, mostly correctly and consistently.</p>
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Write some letters accurately.

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

Write recognisable letters, most of which are correctly formed.

Invent, adapt and recount narratives and stories with peers and teachers.

Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.

<p><b>Greater Depth (GDS)</b></p> <p><i>N.B. GDS is no longer a final assessment judgement at the end of EYFS.</i></p>	<p><b>EYFS</b></p> <p><i>Spell phonically regular words of more than one syllable.</i></p> <p><i>Spell many irregular and high frequency words (Phase 2 &amp; 3) with only occasional errors).</i></p> <p><i>Form most letters correctly although size and shape may be irregular.</i></p> <p><i>Consistently leave a space between words.</i></p> <p><i>Begin to show awareness of how to use full stops.</i></p> <p><i>Begin to show awareness of how to use capital letters.</i></p> <p><i>Use key features of narrative in their own writing.</i></p> <p><i>Produce 5 or more logical sentences on one theme.</i></p> <p><i>Begin to use and to join sentences and ideas.</i></p>	<p><b>Year 1</b></p> <p><i>Segment words into phonemes and represent these by graphemes, spelling most correctly.</i></p> <p><i>Spell most Year 1 HFW and common exception words correctly and some from the Year 2 list.</i></p> <p><i>Use some suffixes to spell some words correctly (e.g. ing, ed, er, es, ly).</i></p> <p><i>Usually write lower-case letters in regular size, shape and orientation, always beginning and finishing in the right place.</i></p> <p><i>Show some control of ascenders and descenders.</i></p> <p><i>Use full stops and capital letters to demarcate many sentences.</i></p> <p><i>Use finger spaces</i></p>	<p><b>Year 2</b></p> <p><i>Spell most Y2 common exception words correctly.</i></p> <p><i>Add suffixes to spell most words correctly in their writing (e.g. ment, ness, ful, -ess, ly).</i></p> <p><i>Use the diagonal and horizontal strokes needed to join some letters</i></p> <p><i>Use commas in a list.</i></p> <p><i>Contraction apostrophes.</i></p> <p><i>Possessive apostrophes.</i></p> <p><i>Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar of their writing.</i></p> <p><i>Show evidence of attempting some ambitious vocabulary.</i></p> <p><i>Begin to organise their writing using paragraphs.</i></p> <p><i>Make simple additions, revisions and proof-reading corrections to own</i></p>
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		<p>between words consistently.</p> <p>Sequence sentences to form longer pieces of writing (more than one paragraph).</p> <p>Produce own ideas for writing and shows some evidence of attempting interesting vocabulary.</p> <p>Write simple and compound sentences.</p> <p>Use 'and' and at least one other conjunction to join clauses correctly.</p> <p>Use past and present tense correctly most of the time.</p>	<p>writing.</p> <p>Confidently use co-ordinating conjunctions to join clauses.</p> <p>Begin to use a range of subordinating conjunctions to form complex sentences.</p>
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