



Manor Primary School

Early Years – Writing Progression of Knowledge & Skills Overview

Progression of Skills	AK 16-26 months	BN 22-36 months	AN 30-50 months	BR 40-60 months	AR Early Learning Goal	AR+ Exceeding
<p><b>Transcription</b></p>	<p>Making marks on paper. Examining the marks made. Making random marks with fingers and some tools. The starting point of marks is any place on the page.</p>	<p>Select tools from previous experience of how they work. Distinguishing between the different marks made. Distinguishing between different marks and symbols seen in the environment. Beginning to show some control when using tools and equipment. Marks flow from left to right. Pictures begin to tell a story or convey a message. Making symbols such as a cross, star, or letter like marks.</p>	<p>Making marks using gross motor movements. Using pictures, symbols, words or letters known to 'write' ideas on the page. Sometimes talking about the marks made. Beginning to copy some of the letters in a name. Talking about the marks, pictures or symbols seen in different places.</p>	<p>Talking about the marks made when drawing, writing and painting. Breaking the flow of speech into words. Grouping my symbols and letters so they look like words. Labelling an object/picture with the initial sound. Labelling an object/picture with the end sound. Segmenting sounds in simple words and blend them together. Beginning to write the grapheme to the sound I hear. Writing a name from memory. Beginning to use some clearly identifiable letters to communicate meaning, using some sounds correctly and in sequence. Beginning to write labels and captions and talk about what I have written. Attempting to write short sentences in meaningful contexts.</p>	<p>Using phonic knowledge to write words in a way that matches how sounds are said. Writing some irregular common words. Using a capital letter at the start of names. Writing simple sentences that can be read. Writing simple sentences that can be read by others. Writing some lower case letters using the correct formation. Beginning to use finger spaces between words. Beginning to put a capital letter at the start of sentences. Beginning to put a full stop at the end of sentences.  Be able to spell the common exception words: the, no, to, go, I, he, she, we, me, be, was, my, you, her, they, all, are</p>	<p>Spelling simple regular words correctly. Spelling phonetically regular words of more than one syllable. Spelling irregular high frequency words correctly. Using some key features of narrative in writing.</p>
<p><b>Composition</b></p>				<p>To begin to break the flow of speech in to words Writes own name and other things such as labels, captions. write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it</p>	<p>Write a series of simple sentences, in meaningful contexts ,which are read by themselves or others. Begin to use simple connectives and who until, but Say a sentence, write it, read it back and check it makes sense. Begin to use compound sentences- using connectives-and/ but</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>



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					<p>Begin to use ly openers Luckily, Unfortunately</p> <p>Introduce determiners</p> <p>The/a/my/your etc.,</p> <p>Use prepositions Up/down/ in /into</p>	
<b>Vocabulary, grammar and punctuation</b>					<p>Leave spaces between words</p> <p>Use joining words- and begin to punctuate sentences using a capital letter and a full stop.</p>	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark and understand how they are used</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>
<b>Handwriting</b>	<p>Making connections between my movement and the marks made.</p>	<p>Showing control when holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>Beginning to use three fingers to hold writing tools</p> <p>Imitating drawing simple shapes such as circles and lines.</p> <p>Walking upstairs or downstairs holding onto a rail two feet to a step.</p> <p>Beginning to show a preference for a dominant hand.</p>	<p>Drawing lines and circles using gross motor movements.</p> <p>Using one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Holding a pencil between the thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holding a pencil near its point between the first two fingers and thumb and can use it with good control.</p> <p>Tracing a range of lines and shapes.</p> <p>Tracing some letters and numbers.</p> <p>Copying some letters, e.g. letters from a name.</p>	<p>Showing a preference for a dominant hand.</p> <p>Beginning to use anticlockwise movement and retrace vertical lines.</p> <p>Beginning to form recognisable letters.</p> <p>Using a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Showing good control and co-ordination in large and small movements.</p> <p>Moving confidently in a range of ways, safely negotiating space.</p> <p>Handling equipment and tools effectively, including pencils for writing.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p>	<p>Holding paper in position and use my preferred hand for writing, using a correct pencil grip.</p> <p>Beginning to be able to write on lines and control the size of letters.</p> <p>Begin to write on lines and show control over letter size.</p>