

Curriculum Progression Framework – EYFS Writing – Keep things simple, do it well

		Term 1			Term 2			Term 3		
Strand	Aspect	Milestone	Direct Teaching	Keep up	Milestone	Direct Teaching	Keep up	Milestone	Direct Teaching	Keep up
Transcription	Handwriting Expectation Letter-join Air Plus Adaptation – Letter-join Air No Lead (If children are not exhibiting control when drawing then teach this)	- Adopt appropriate seating position. - Hold writing implement with tripod grip - Confidently draw a range of pre-writing patterns showing control in large and fine movements - Correctly form letters taught from Letter Join handwriting scheme - Apply taught letters to other writing opportunities e.g. phonics	- Daily handwriting teaching – short, sharp snappy with high expectation - Minimum small group teaching weekly X2 - Teach pre-writing patterns - Teach correct seating position - Teach correct pencil grip - Teach key vocabulary related to letter formation and positioning and direction - Teach letter in families according to Letter Join	- Pencil grip practice - Core stability activities - Additional pattern practice - Additional large scale and sensory experience to form letters - Additional reinforcement of key vocabulary and language related to letter formation, position and direction	- Correctly form lower case letters taught and apply in their own writing e.g. names, writing session activities and independent writing in provision - Apply taught letters to other writing opportunities e.g phonics and weekly small group teaching.	- Whole class modelling through Letter Joni session and across the curriculum - Minimum small group teaching weekly X2 - sessions - teacher or TA - Frequent practice of known letters – daily review of letter families - Addressing misconceptions and continued practice of any letters being formed incorrectly	- Additional daily practice of letter families - Targeted intervention for any children not using tripod grip - Additional practice of name writing	Correctly form letters correctly (some mistakes possible) Apply taught letters to other writing opportunities e.g phonics and weekly small group teaching opportunities.	- Whole class modelling - Small group teaching weekly X 1 or 2 sessions - teacher or TA - Addressing misconceptions	- Additional daily practice of letter families that are not fluent - Targeted intervention for any children not forming most letters correctly
	Spelling	Spell words in line with Little Wandle scheme	- Aligned with Little Wandle	-	Spell words in line with Little Wandle scheme	- Aligned with Little Wandle	-	Spell words in line with Little Wandle scheme	- Aligned with Little Wandle	-
	Dictation		- Aligned with Little Wandle	-		- Aligned with Little Wandle	-		- Aligned with Little Wandle	-
Composition	Speaking orally	Orally compose a simple sentence in a familiar context.	- Whole class teaching daily - Opportunities to extend and develop vocabulary through engaging experiences.	-	Orally compose a simple sentence	- Small group teaching of oral composition - Opportunities to extend and develop vocabulary through engaging experiences.	Additional modelling	- Orally compose a simple sentence drawing on book vocabulary/taught vocabulary - Use specific vocabulary lists from tests and topics	- Small group teaching of oral composition - Application of taught vocabulary. - Opportunities to extend and develop vocabulary through engaging experiences.	-
	Independent/Guided Writing	See handwriting milestone	- Practicing individual letter formation - Name writing - Fine motor patterns	Additional practice of letters and fine motor patterns in a range of contexts and sizes	Write dictated words or simple phrases	Small group teaching on writing phrases/ sentences – dictated writing at least twice weekly linked to handwriting	Continue to practice letter formation (not necessarily words and phrases)	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 and sentences that can be read by others(can be dictated) . - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Small group teaching on writing phrases/ sentences – could be dictated – at least twice weekly	- Apply phonic knowledge to write single words and very simple phrases with adult support - additional adult led practice
	Vocabulary use	Understand core handwriting vocabulary	Vocabulary linked to Letter Join – Including simple prepositions	Additional Practice and explicit reinforcement and teaching of key vocabulary	-	- Sentence – common understanding of what this is - Something or someone, doing, being, having	-	Use new vocabulary taught orally	-	-

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	Writing through play	- Opportunities for mark making are present in CP, e.g. chalks and paint brushes in the outside area.	- Adults model use of the CP and opportunities for writing and mark making, building on children’s interest – they introduce and extend play appropriately.	Ensure that all children access pre writing activities within CP	- Teachers plan authentic writing and mark making opportunities within CP. (This means fewer stations done well.) E.g. captions for a model that pupils have made. -	- Adults model use of the CP and opportunities for writing and mark making, building on children’s interest – they introduce and extend play appropriately.	- Adults play proactively with pupils who are not engaging in this.	- Opportunities are varied and deliberately planned, linked to teaching e.g. writing speech bubbles for characters in texts. -	- Ongoing assessment ensures that all pupils are engaged in CP writing opportunities and	- Adults target, encourage and direct those not engaging to do so by playing and being alongside, setting challenges etc.
Evidence	Transcription	-	- Start with plain books moving swiftly on to wide lined half and half books to encourage positioning - Significant mark making from CP that evidences developmental progress are captured and placed in book.	-	- Half and half wide fully lined writing book/ paper. - Simple dictated phrases on lined paper/ books. - Significant mark making/ writing from CP that evidences developmental progress are captured and placed in book.	-	-	- Half and half wide lined writing book/ paper. - Independent simple sentences on lined paper/ books. - Significant mark making/ writing from CP that evidences developmental progress are captured and placed in book.	-	-