



North Ferriby CE Primary School – EYFS Progression of Skills

Literacy – Writing

Our Vision for Writing Children are taught the skills and knowledge, opening up the lifelong skill, to be able to communicate through writing.	
Milestone 1 Children freely use mark making as a tool for communication, ascribing meaning to the marks they make. Children are able to communicate using recognisable but not always correctly formed graphemes. Children begin to segment sounds and record these. Children can segment simple CVC words.	Children have a range of resources to encourage mark making as a communication tool. They are encouraged to tell an adult what they have written. Encouragement and praise are given for independent writing. The letter shapes c, l and r are used for handwriting starting points. As graphemes are taught in phonics these are encouraged to be used in writing, and once oral segmenting is secure this is taught to be transferred into writing. A methodical approach to the order of recording sounds is taught.
Milestone 2 Children decide what they want to write, can say their sentence and can count the words needed for the caption or sentence. Children are able to segment independently, counting the phonemes within a word, using segmenting fingers and can methodically record these sounds in writing. An increasing number of graphemes are formed correctly. Children begin to use a finger space between each word written. Phase 2 tricky words are spelled correctly.	Children are introduced to writing 'captions and sentences as a tool of communication. They are asked to orally construct their idea, count the words needed then record each word, by segmenting the sounds using their fingers to physically count them and being reminded to leave a space between words. Handwriting is taught separately but is expected to be transferred into writing with more correct formations appearing within their writing.
Milestone 3 Children are able to record captions and sentences, by deciding what they want to write, counting the words needed, then breaking each word into the sounds needed and recording them, including a range of digraphs where appropriate. Children begin to use a capital letter for the start of a sentence and a full stop for the end. Children read their work aloud, to ensure it makes sense and to an audience. Many graphemes are now formed correctly and are beginning to be correctly sized and placed correctly on the line using ascenders and descenders. Phase 2 and 3 tricky words are spelled correctly.	Children are able to add purpose to their writing through the coverage of a range of genres including narrative, taught through Talk for Writing. Writing is able to be read back by themselves to check for sense and shared with an audience for purpose. Writing is able to be read by others. Writing begins to have a visual maturity to it, with many graphemes now correctly formed and with increased control, finger spacing and punctuation included. Children recognise when a word is a tricky word and spell some of these correctly.
Early Learning Goals	

Writing

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.