

EYFS progression map from birth to the end of Reception year											
Area of Learning Literacy											
		Concept: Writing It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).									
Typical progression within this concept		Drawing	Scribbling	wavy scribbles/mock handwriting	Letter-like forms/mock letters	Letter strings	Transitional writing	Phonetic spelling	Emergent word and phrase writing	Conventional spelling and sentence writing	ELG Children at the expected level of development will: 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.
Progression steps to enable typical progression within this concept	Birth – 3	I can enjoy drawing freely. I can add some marks to drawings which I give meaning to e.g. “That mummy”	I can make marks on paper that stand for my name. I can create large circular marks and lines.								
	3-4 yrs		I can make marks, that I intend as writing, that look like distinct characters (these may not have the correct directional movement for conventional writing)	I can make marks/waves/scribbles that have the correct directional movement across the page. I can make marks/waves/scribbles that have the correct directional movement down the page	I can make letter and marks that resemble letter-like shapes	I can move my hand in the correct direction for up, down, round (anti-clockwise), over (clockwise/left to right) to create lines, circles and arcs. I can write some letters clearly. I can copy some letters of my name I can write some of my name from memory I can write all of my first name from memory.					
	Reception					I can use strings of letters, that do not create words, written left to right and tell you what I have written. I can trace over lines, circles and arcs using the correct directional movement for letter formation.	I can write letters with spaces in between to resemble words and tell you what I have written. I can copy letters and words from environmental print (sometimes with reversals)	I can hear and write the first sound in words. I can hear and write the final sounds in words.	I can hear and write all of the sounds in a CVC word. I can rehearse what I want to write verbally. I can write short captions and sentences made of CVC words using known graphemes. I can leave finger spaces between the words in my sentences/captions. I can re-read what I have written to check that it makes sense.	I can spell phase 2 and 3 tricky words correctly when writing them in captions/sentences. I can use a full stop at the end of my sentences. I can use a capital letter at the beginning of my sentences. I can use a capital letter for the personal pronoun ‘I’. I can for straight line print letters correctly (l, i, t, j, f) I can form curve letters correctly (c, o, a, d, g, q, e, s) I can form tunnel letters correctly (r, n, h, m, b, p, u, y) I can form diagonal line letters correctly (v, w, k, x, z)	