

PROGRESSION OF WRITING IN EARLY YEARS

Rationale: At Jewell Academy we recognise the need to provide a wide variety of enriching activities and experiences in which children are encouraged to communicate and express themselves effectively, creatively and above all confidently. Writing is fun, exciting and purposeful, where children are engaged, motivated and sustain high levels of concentration therefore making learning pleasurable and memorable. Our English curriculum provides a no limits approach to the children's achievements, regardless of their backgrounds, circumstances or needs.

Key Aims:

- To ensure children have secure transcription skills, including applying their knowledge of letters and sounds to spell and handwriting skills to support fluent, legible, speedy and accurate writing.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audience.
- Apply existing and newly acquired knowledge to convey their ideas.

Pre-School

Spelling Common Exception Words Phonics	Handwriting	Technical Vocabulary	Early Language (Expressive / Receptive) Pre Writing Skills	Planning Rehearsing Writing Editing Evaluating
Phase 1 Environmental sounds Instrumental sounds Body percussion Rhythm and Rhyme Alliteration Voice sounds Oral blending and segmenting Writing the letters in their name Writing letters to represent interests or family members	Gross motor - Story cise, Big brush painting , twirling ribbons etc. Fine motor - Doh Disco, playdoh, tweezers etc. Outdoor play - climbing, stepping stones, core strength activities Pre-writing activities, to include - drawing lines, circles, use of pre-writing boards etc. Apply enough pressure to draw shapes and recognisable letters	Blend Sounds Write	Use pronouns ('me', 'him', 'she'), and use plurals and prepositions ('in', 'on', 'under') Follow instructions with three key words like: "Can you wash dolly's face?" Show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Learn and remember new vocabulary Know many rhymes, be able to talk about familiar books, and be able to tell a long story Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Ask questions to find out more, develop vocabulary and understanding of the world Use and understand prepositions	Mark making with meaning Act out verbs from familiar stories Story mapping using pictures Orally retelling familiar stories using puppets / props Purposeful early writing activities eg: cards, labelling construction, recipes etc Alphabet songs, nursery rhymes, poems

Genres of PreWriting and Writing:

Story retelling	Recipe	Invitation	Story Map	Letter
Postcard	Poster			

EYFS

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.

Spelling Common Exception Words Phonics	Handwriting	Technical Vocabulary	Grammar and sentence structure	Punctuation	Planning Rehearsing Writing Editing Evaluating
Spell words by identifying sounds in them and representing the sounds with a letter or letters. Recap: Rhythm and Rhyme Alliteration Voice sounds	Write recognisable letters, most of which are correctly formed. Use the correct pencil tripod grip Begin to form lower case letters in the correct direction, starting and	Phoneme Grapheme Digraph Trigraph Sound Conjunction	Write simple phrases and sentences that can be read by others. Finger spaces Subject Verb Object	Capital Letter Full Stop Question Mark	Orally retell familiar stories. Labelling with initial sounds, CVC word or caption. Write sentences using subject

<p>Oral blending and segmenting</p> <p>Children will be able to: Write own name Labelling with initial sounds Spell some key words correctly (see appendix 1)</p> <p>Use recognisable letters that are phonetically plausible to write simple and more complex words</p> <p>Phonics: Recognise the sounds of the alphabet (Phase 2 and 3) and blend/segment sounds (Phase 4)</p> <p>Writing: Begin to write most Phase 2 words, some Phase 3 words and said, like, have, what, come from Phase 4</p>	<p>finishing in the right places</p> <p>Form digits to 0-9</p>				<p>- verb- object.</p> <p>Write simple descriptions</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read their writing with support to check it makes sense.</p> <p>Write questions</p> <p>Write more complex sentences using conjunctions.</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------	--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Genres of Writing:

Labels and Captions	Posters	Descriptive Sentences	Story Maps	Letter Writing	Story Writing / Retelling
Invitation	Fact File	Recipes	Instructions	Postcards	Interview (Questions)

Talk For Writing Titles:

Owl Babies
What The Ladybird Heard
Jack and the Beanstalk
Naughty Bus

<p>Appendix 1: <u>Spelling</u> Phase 2 and 3 Phonemes, digraphs and trigraphs, Phase 4 cvcc words</p>	<p style="text-align: center;"><u>Tricky words (underlined) and High Frequency words</u></p> <p>Phase 2</p> <table border="0"> <tr> <td>a</td> <td>an</td> <td>as</td> <td>at</td> <td>if</td> </tr> <tr> <td>is</td> <td>it</td> <td>of</td> <td>off</td> <td>on</td> </tr> <tr> <td>dad</td> <td>had</td> <td>back</td> <td>and</td> <td>get</td> </tr> <tr> <td>him</td> <td>his</td> <td>not</td> <td>got</td> <td>up</td> </tr> <tr> <td>but</td> <td><u>the</u></td> <td><u>to</u></td> <td><u>I</u></td> <td><u>no</u></td> </tr> <tr> <td><u>into</u></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>Phase 3</p> <table border="0"> <tr> <td>will</td> <td>that</td> <td>this</td> <td>then</td> <td>them</td> </tr> <tr> <td>see</td> <td>for</td> <td>now</td> <td>down</td> <td>look</td> </tr> <tr> <td><u>he</u></td> <td><u>she</u></td> <td><u>we</u></td> <td><u>me</u></td> <td><u>be</u></td> </tr> <tr> <td><u>you</u></td> <td><u>they</u></td> <td><u>all</u></td> <td><u>are</u></td> <td><u>my</u></td> </tr> </table> <p>Phase 4</p> <table border="0"> <tr> <td>went</td> <td>It's</td> <td>from</td> <td>children</td> <td>just</td> </tr> <tr> <td><u>said</u></td> <td><u>have</u></td> <td><u>like</u></td> <td><u>so</u></td> <td><u>do</u></td> </tr> <tr> <td><u>come</u></td> <td><u>were</u></td> <td><u>there</u></td> <td><u>little</u></td> <td><u>one</u></td> </tr> <tr> <td><u>out</u></td> <td><u>what</u></td> <td></td> <td></td> <td></td> </tr> </table>	a	an	as	at	if	is	it	of	off	on	dad	had	back	and	get	him	his	not	got	up	but	<u>the</u>	<u>to</u>	<u>I</u>	<u>no</u>	<u>into</u>					will	that	this	then	them	see	for	now	down	look	<u>he</u>	<u>she</u>	<u>we</u>	<u>me</u>	<u>be</u>	<u>you</u>	<u>they</u>	<u>all</u>	<u>are</u>	<u>my</u>	went	It's	from	children	just	<u>said</u>	<u>have</u>	<u>like</u>	<u>so</u>	<u>do</u>	<u>come</u>	<u>were</u>	<u>there</u>	<u>little</u>	<u>one</u>	<u>out</u>	<u>what</u>				<p style="text-align: center;"><u>Handwriting</u></p> <ul style="list-style-type: none"> • Use correct pencil tripod grip. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form digits 0-9.
a	an	as	at	if																																																																				
is	it	of	off	on																																																																				
dad	had	back	and	get																																																																				
him	his	not	got	up																																																																				
but	<u>the</u>	<u>to</u>	<u>I</u>	<u>no</u>																																																																				
<u>into</u>																																																																								
will	that	this	then	them																																																																				
see	for	now	down	look																																																																				
<u>he</u>	<u>she</u>	<u>we</u>	<u>me</u>	<u>be</u>																																																																				
<u>you</u>	<u>they</u>	<u>all</u>	<u>are</u>	<u>my</u>																																																																				
went	It's	from	children	just																																																																				
<u>said</u>	<u>have</u>	<u>like</u>	<u>so</u>	<u>do</u>																																																																				
<u>come</u>	<u>were</u>	<u>there</u>	<u>little</u>	<u>one</u>																																																																				
<u>out</u>	<u>what</u>																																																																							

(