



Progression of skills for writing				
	2-3 's	3-4's pre school	reception	Exceeding
<b>Phonics</b>		<ul style="list-style-type: none"> <li>Shows an awareness of rhyme</li> <li>Show an awareness of rhythm in words.</li> <li>Shows an awareness of alliteration</li> <li>Knows initial sound of name.</li> </ul>	<ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Hears the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Children use their phonic knowledge to write words in ways match their spoken language.</li> </ul> <p>Children can write  <b>the, no, to, go, I, he, she, we, me, be, was, my, you, her, they, all, are</b></p> <p>Children can write words that are phonetically plausible.</p>	<ul style="list-style-type: none"> <li>Children are able to spell phonetically words that have more than 1 syllable.</li> <li>Children can write many irregular but high frequency words.</li> </ul>
<b>Transcription</b>	Distinguishes between the different marks they make.	Sometimes gives meaning to marks they make.	<ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw write and paint.</li> <li>Begins to break the flow in of speech into words.</li> <li>Uses clearly identifiable letters to communicate meaning.</li> <li>Writes own name, labels and captions</li> <li>Writes sentences in meaningful contexts.</li> <li>Children write sentences read by themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>Children use features of narrative in their writing.</li> </ul>



<b>Handwriting</b>	Mark making is sensory and physical experience for toddlers.	Holds a pencil between thumb and two fingers, no longer using whole-hand grasp. •Can copy some letters. •Show preference for a dominant hand.	Show good control and co-ordination in large and small movements. •Begin to form recognisable letters. •Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.	<ul style="list-style-type: none"> <li>• Children can hold paper in place and use preferred hand with correct pencil grip to write.</li> <li>• Children are beginning to write using lines and some control over the size of the letters.</li> </ul>
<b>Planning</b>		Uses talk in pretending that an object stands for something else in play. •Build up vocabulary that reflects the breadth of their experiences. •Can retell a simple past event.	Introduce a storyline or narrative into their play. •Develop explanations by connecting ideas or events. •Begin to say a sentence out loud. Count out the words in a sentence. ▪ Begins to break the flow of speech into words. ▪ Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	
<b>Editing</b>			Children can read back their writing.	
<b>Vocabulary grammar and punctuation</b>			<i>Children begin recognise and write capital letters at the beginning of their name and sentence.</i>  <i>Children begin to show an awareness of a full stop</i>	



			<i>Children show an awareness of leaving space between words.</i>	
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