

Waterville Primary School Progression of Skills in English – Writing

EYFS

Three areas of the EYFS are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. The prime areas are: communication and language, physical development and personal, social and emotional development.
Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: literacy, mathematics, understanding the world and expressive arts and design.

Literacy

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).

	Vocabulary	Handwriting	Grammar	Composition
3-4-year olds	<ul style="list-style-type: none"> -Use vocabulary focused on objects and people that are of particular importance to them. -Build up vocabulary that reflects the breadth of their experiences. 	<ul style="list-style-type: none"> -Sometimes give meaning to marks as they draw and paint. -Realise tools can be used for a purpose. -Draw lines and circles using gross motor movements. -Hold a pencil between thumb and two fingers, no longer using whole-hand grasp. -Hold a pencil near point between first two fingers and thumb, and uses it with good control. -Copy some letters 	<ul style="list-style-type: none"> -Show an understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. -Begin to use more complex sentences to link thoughts when speaking (e.g. using ‘and’ and ‘because’). -Use a range of tenses in speech (e.g. play, playing, will play, played). 	<ul style="list-style-type: none"> -To begin to understand ‘why’ and ‘how’ questions. -To question why things happen and gives explanations and asks questions, e.g. who, what, when, how. -To engage in imaginative role play based on own firsthand experiences. -To build stories around toys, -To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.
4-5-year olds	<ul style="list-style-type: none"> -Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. -Use language to imagine and recreate roles and experiences in play situations 	<ul style="list-style-type: none"> -Give meaning to marks they make as they draw, write and paint. -Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. -Show a preference for a dominant hand. -Begin to use anticlockwise movement and retrace vertical lines. -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"> -Link statements and sticks to a main theme or intention. -Use talk to organise, sequence and clarify thinking, ideas, feelings and events. - Introduce a storyline or narrative into their play. -Write own name and other things such as labels, captions. -Attempt to write short sentences in meaningful contexts. -Play cooperatively as part of a group to develop an awareness of listeners needs
Early Learning Goals	<ul style="list-style-type: none"> -Express themselves effectively, showing awareness of listeners’ needs. -Use recently introduced vocabulary during play and when re-telling stories or narratives. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> -Show good control and co-ordination in large and small movements. -Move confidently in a range of ways, safely negotiating space. -Handle equipment and tools effectively, including pencils for writing. -Hold a pencil effectively in preparation for fluent writing using the tripod grip. 	<ul style="list-style-type: none"> -Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 	<ul style="list-style-type: none"> -Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. -Be part of a group to develop and act out a narrative. -Develop their own narratives and explanations by connecting ideas or events. -Write simple sentences that can be read by themselves and others.