

Chorlton C of E: Progression in writing in EYFS

Step 1: lines (wavy, straight, zig-zagged, curved)

- Explore different lines within provision
- Use different implements to go over lines to build control (cotton buds, paint brushes, string)
- Copying lines they see using implements
- Use of large chalk, paintbrushes etc to copy lines
- Trays of sand, foam, gel to copy line cards and create own lines
- Use of nature to create lines to copy and trace

Alongside this children will write their name everyday. Interventions put in place to provide children who need it with extra support.

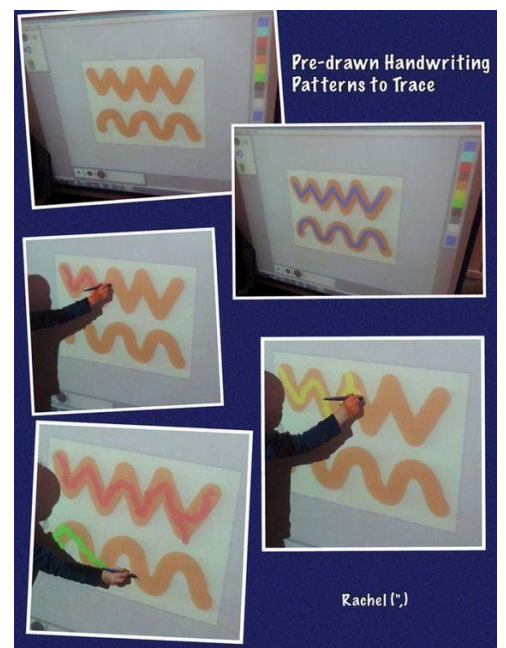


Step 2: Letter formation (in order of letters and sounds)

- Adult continually modelling formation and correcting incorrect

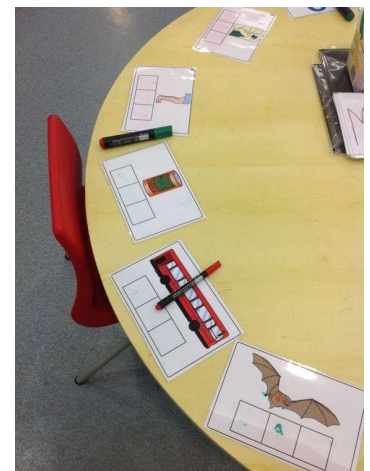
formation

- Practice letter formation in different ways in both focus and independent activities- paints, whiteboards, chalk, foam, gel, sand, beads
- Label pictures and objects with initial sound
- Letter and sound hunts in provision
- Roll the dice and write the sound five times
- Rainbow letters- children going over letter in different colours
- Eye spy- writing the initial sounds of things they can see in the environment
- Formation cards in different areas of the provision to support children



Step 3: VC and CVC words and using taught key (tricky) words

- Modelling of reading and writing CVC words in focus sessions
- Making VC and CVC words to read and then copy
- CVC pictures and objects- children write the word to match
- CVC pictures and words to match
- Phoneme frames to write and build CVC words
- Practising writing and copying key words
- Use of exciting, age-appropriate texts to support learning activities and focus groups



Step 4: Simple

sentences

- Using ideas and words from step three to combine into a simple sentences
- Within focus groups building sentences as a group- repeating in silly voices and writing each word together
- Use of learnt key words within sentences- teacher to correct when spelt wrong
- Use of sentence makers and key word cards to support
- Phoneme mats to support segmenting and blending (phase 2)
- Scaffolded sentence starters e.g. It is, I can, He has, She is
- Use of exciting, age-appropriate texts to support learning activities and focus groups

Step 5: Sentence writing

- Guided writing opportunities- adult modelling and children using to scaffold their own writing
- Children apply phonic knowledge to make plausible attempts at spelling words (phase 2 and 3 with more MA moving onto phase 5)
- Tricky word cards to support
- Word banks to support

- Use of exciting, age-appropriate texts to support learning activities and focus groups
- Range of writing opportunities linked to the text for different purposes

