



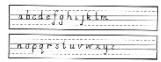

WRITING AT HOLBROOK

Progression Checkpoints

EYFS

(Please use in conjunction with our EYFS curriculum)

To be working at Expected by the end of each term, children in EYFS should be able to:

	END OF AUTUMN	END OF SPRING	END OF SUMMER
Gross Motor	<ul style="list-style-type: none"> Use scooters with confidence, able to negotiate flat space safely. Use upper body strength to hang off the climbing frame, pole or ropes. 	<ul style="list-style-type: none"> Scoot on a set course, or on a balance bike, picking up speed with increased confidence. Go slowly around a set course, navigating with increasing control Balance in gymnastics using a range of movements 	<ul style="list-style-type: none"> Proprioception: able to stand and sit with control and balance on the carpet, a bench and chair. Full shoulder pivot enables wide range of movement. Effective elbow pivot: shoulder becomes more sedentary with the elbow doing more work. This enables finer mark making.
Fine Motor	<ul style="list-style-type: none"> Hold pens, pencils and paintbrush with a quadruped or tripod grip. Beginning to hold scissors effectively to make a cut 	<ul style="list-style-type: none"> Use a 'tripod grip' for the majority of the time regardless of the brush, crayon or pencil which they use. Using scissors with increasing confidence 	<ul style="list-style-type: none"> Wrist pivot: bend the wrist to nearly 45 degrees when undertaking any mark making. ELG Physical: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use scissors correctly
Handwriting	<ul style="list-style-type: none"> Correctly form letters: i l t, c o a d g e, r m n, h b k p, u, s f 	<ul style="list-style-type: none"> Correctly form letters: j, y, v w, x z 	<ul style="list-style-type: none"> Write first name independently using the correctly formed letters and with a capital at the beginning. Form digits 0 - 9 ELG writing: Write recognisable letters, most of which are correctly formed;
Spelling	<ul style="list-style-type: none"> Spell some words containing the phonemes: s a t p i n m d g o c k c k e u r h b f l (Autumn 1) and ff ll ss j v w x y z zz qu ch sh th ng nk, words with –s /s/ added at the end (hats sits), words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) (Autumn 2) Spell some of the tricky words : is I the (Autumn 1) put* pull* full* as and has his her go no to into she push* he of we me be (Autumn 2) 	<ul style="list-style-type: none"> Spell some words containing the phonemes: ai ee igh oa oo oo ar or ur ow oi ear air er, words with double letters, longer words (Spring 1) and words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words, words with s /z/ in the middle, words with –s /s/ /z/ at the end, words with –es /z/ at the end (Spring 2) Spell some of the tricky words : was you they my by all are sure pure 	<ul style="list-style-type: none"> Phases 2, 3 & 4 including: Short vowels with adjacent consonants such as CVCC CCVC CCVCC CCCVC CCCVCC, longer words and compound words, words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est (Summer 1) and Phase 3 long vowel graphemes with adjacent consonants such as CVCC CCVC CCCVC CCV CCVCC, words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est, and longer words. Spell some of the tricky words: said so have like some come love do were here little says there when what one out today ELG writing - Children spell words by identifying sounds in them and representing the sounds with a letter or letters.
Dictation	<ul style="list-style-type: none"> Write individual letters dictated by the teacher 	<ul style="list-style-type: none"> Write some individual words from memory, dictated by the teacher 	<ul style="list-style-type: none"> Write from memory, dictated words and phrases
Vocabulary	<ul style="list-style-type: none"> Use new words introduced from them in the environment when talking or playing 	<ul style="list-style-type: none"> Use some new words introduced to them by the teacher, in the environment, in own writing 	<ul style="list-style-type: none"> Remember and use some vocabulary from shared writing with the teacher in their own writing under the direction of the teacher
Grammar	<ul style="list-style-type: none"> Orally compose full sentences in response to a prompt, question or respond to a shared text. 	<ul style="list-style-type: none"> With support, recognise the features of a sentence 	<ul style="list-style-type: none"> Know how words can combine to make simple sentences
Punctuation	Start to be aware of or use <ul style="list-style-type: none"> Finger spaces Full stops Capital letters 	<ul style="list-style-type: none"> Use capital letters for their forename Start a phrase or sentence with a capital letter 	<ul style="list-style-type: none"> Start to show awareness of punctuation such as full stops when reading (see reading curriculum). When writing their name, it always starts with capital Start a phrase or sentence with a capital letter Beginning to leave some spaces between words
Planning	<ul style="list-style-type: none"> To segment a simple word for writing, inline with phonics, before writing it down 	<ul style="list-style-type: none"> Orally compose some words and phrases before using phonics to write them down 	<ul style="list-style-type: none"> Able to orally compose full sentences in response to a prompt, question or respond to a shared text.
Drafting	<ul style="list-style-type: none"> Can orally create a simple factual sentence based around a theme (names, labels, lists) These might be recorded by a member of staff and then the child copies providing opportunity for deliberate transcribing practice. 	<ul style="list-style-type: none"> Write lists, labels and captions that are mostly phonetically plausible. 	<ul style="list-style-type: none"> Write lists, labels and captions that are phonetically plausible. Write simple sentences which are recorded within an appropriate writing book.
Editing	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils
Publishing and performing	<ul style="list-style-type: none"> Able to give meaning to the marks they make as they draw, write, paint and including using touch-screen technology 	<ul style="list-style-type: none"> Can read some of their writing back to themselves or to an adult 	<ul style="list-style-type: none"> Read their sentence out loud to an adult.