

William Booth Writing Progression Early Years Foundation Stage

Nursery 2

	Autumn	Spring	Summer
Composition	<p>Join in with rhymes and songs, with rhymes and gesture</p> <p>Take part in simple pretend play</p> <p>Enjoy listening to stories, begin to have favourite books and bring them into their play, repeating words and phrases</p> <p>Begin to use a wider range of vocabulary</p> <p>Begin to ask questions about stories and share own ideas</p> <p>Begin to learn the process of storytelling through the introduction of helicopter stories</p>	<p>Sing some songs and rhymes independently</p> <p>Begin to respond to stories, Talk about stories</p> <p>Continue to learn and begin to use new vocabulary from stories</p> <p>Start to tell helicopter stories, even though this may be in the form of single words or a list of characters</p>	<p>Sing a large repertoire of songs and rhymes</p> <p>Use longer sentences of 4 to 6 words</p> <p>Use a wider range of vocabulary that they have learnt in books</p> <p>Talk about stories they have read</p> <p>Begin to tell helicopter stories comprising of full sentences</p>
Transcription Drawing Mark-making Phonics	<p>Enjoy drawing freely</p> <p>Begin to build core strength by developing skills in crawling, jumping, hopping and skipping</p> <p>Begin to learn the animal positions from kinetic letters</p> <p>Build strength in fingers (funky fingers)</p> <p>Begin to add marks with meaning to drawings</p> <p>Begin to make marks to represent their name</p> <p>Distinguish between different sounds in the environment</p>	<p>Create more recognisable drawings</p> <p>Become familiar with the 3 friends pencil hold using the rhyme (Kinetic letters)</p> <p>Begin to make marks that resemble letters</p> <p>Continue to build strength in fingers using funky finger activities</p> <p>Start to hear the individual sounds in CVC words</p> <p>Start to develop and understanding of directionality, that writing progresses from left to right, top to bottom</p>	<p>Draw with increase complexity and detail such as representing a face with a circle and adding detail</p> <p>Start to make marks symbolically for purposes, e.g shopping lists, telling stories, showing some understanding of print and letter knowledge</p> <p>Refine pencil grip using the 3 friends hold and begin to master pre writing shapes,</p> <p>Continue to develop understanding of the 6 moves</p>

		<p>Begin to learn the 6 moves (kinetic letters)</p> <p>Begin to develop phonological awareness by;</p> <ul style="list-style-type: none"> <li>• Hearing rhymes and suggesting own</li> <li>• Clapping syllables in words</li> <li>• hearing initial sounds in words (using sounds write lines to show the place to listen) and recognising those with the same sound</li> </ul>	<p>Write some or all of their name, though may not be correctly formed</p> <p>Continue to refine phonological awareness with the addition of</p> <ul style="list-style-type: none"> <li>• Start to hear the individual sounds in CVC words (using sounds write lines as a place to listen)</li> </ul>
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## Reception

	Autumn	Spring	Summer
Composition	<p>Begin to develop clear story lines in their pretend play</p> <p>Attentively listen to stories and join in with the retelling of core books</p> <p>Continue to learn new vocabulary related to stories and rhymes that have been read to them</p>	<p>Start to retell stories in the correct sequence including main events from familiar (core) books</p> <p>Continue to learn new vocabulary and use in conversations and in their play</p> <p>Articulate thoughts about stories in increasingly well forms sentences</p>	<p>Demonstrate an understanding of stories by retelling stories and narratives using own words and recently learnt vocabulary and bringing these into their play</p> <p>Anticipate what might happen next and talk about key events in a story</p> <p>During discussions about stories and other themes, orally</p>

	<p>Begin to recall main events from stories that have been read to them</p> <p>Continue to develop story telling using helicopter story method with a developing understanding of character and plot</p>	<p>Describe events from stories in more detail</p>	<p>compose sentences that explain why things happen and express their ideas and feelings using full sentences, including past and present tenses and making use of conjunctions.</p>
<p>Transcription Drawing Mark-making Phonics</p>	<p>Create drawings to express ideas and feelings</p> <p>Continue to refine pencil grip and master pre writing shapes, including the 6 moves</p> <p>Start to write individual letters to represent the spelling of learnt sounds from unit 1-5</p> <p>Begin to learn how to form lower case letters correctly</p> <p>Begin to spell CVC words by segmenting</p> <p>Begin to learn the common exception words linked to sounds write Unit 1-5</p> <p>Begin to write simple dictated phrases and sentences with support, and begin to develop an understanding of finger spaces, capital letters and full stops</p>	<p>Begin to produce more accurate drawings</p> <p>Form more letters correctly</p> <p>Begin to form capital letters correctly</p> <p>Begin to write CVCC/CCVC etc words</p> <p>Begin to spell sounds using single letters and learnt digraphs from Unit 6-11</p> <p>Master common exception words Unit 1-5</p> <p>Begin to learn common exception words for Unit 6-9</p> <p>Write dictated sentences more confidently, starting to use a capital letter and full stop</p> <p>Write for purpose in the environment</p>	<p>Hold a pencil effectively using a tripod grip</p> <p>Produce accurate and careful drawings</p> <p>Begin to spell sounds using learnt digraphs and trigraphs from the introduction of the extended code</p> <p>Know common exception words for Unit 1-9</p> <p>Write recognisable letters most of which are correctly formed</p> <p>Spell words by segmenting and representing sounds with graphemes, digraphs or trigraphs</p> <p>Write simple sentences that can be read others</p>

