

## Harting C of E Primary School EYFS Writing Progression

A	B	C	D	E	F
<b>Texts</b>					
Farmer Duck Hello Friend The Something Owl Babies Elmer Walking through the Jungle	Whatever Next The Train Ride Naughty Bus Tremendous Tractors Who Sank the boat Dear Santa	Little Red Goldilocks 3 Little Pigs Billy Goats Gruff The Gingerbread Man	Juniper Jupiter Superpotato Silly Billy My World , Your World Handa’s Surprise Granny went to market	The Extraordinary Gardener Eddie’s Garden The Tiny Seed Jack and the Beanstalk The Very Hungry Caterpillar Aargh Spider	The Storm Whale Rainbow Fish Hooray Fish Surprising Sharks The Night Pirates Pirates love underpants Commotion in the Ocean
<b>Writing Outcome &amp; Writing Purpose</b>					
Family, Friendships & Animal Themes. To tell and write letters and words around the theme  Names, Speech and thought bubbles, labels, lists, captions	On the move theme To tell and write letters, words and phrases around the theme  Speech and thought bubbles descriptions, labels, postcards, letters, lists,	A Traditional Tale Theme To tell and write sentences around the theme  Describing settings and characters, speech and thought bubbles, invitations, wanted posters, lists, menus, recipess	Superheroes Around the World Theme To tell and write phrases and short sentences around the theme  Describing characters, speech, captions, labels, lists, letters, posters	In the Garden Theme To tell and write sentences around the theme  Describing objects, instructions, lists, info booklet, captions, shared story writing	A Seaside Theme To tell and write sentences around the theme  Captions, labels, messages, postcards, instructions, speech, story writing.
<b>Handwriting - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient</b>					
<b>Explicitly teach the following concepts of print: Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom. Explicitly teach that each spoken word when written is separated by a space.</b>					
<b>Grammar: Word</b>					
Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. Children will be at different stages of development from mark making for meaning to writing sentences. Children’s physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences.					
Focus on: •Recognise spoken word can be represented in print (some children will be emergent mark makers whilst others may have some GPCs) •Begin to represent a word with an initial sound or make phonemically plausible attempts at spelling *Teach high frequency words: Common Exception Words; is, I, the, to, into, no, go, so	Build on previous units & focus on: •Represent words in print segmenting using known GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was	Build on previous unit & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some	Build on previous units & focus on: •Represent words in print segmenting using growing number GPCs to make phonemically plausible attempts at spelling *Secure previous unit high frequency words and teach Common Exception Words; is, I, the, to, into, no, go, so, he, me, we, be, she, was, my, by, her, you, they, all, are, said, have, like, some,come

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Grammar: Sentence					
<p>Depending on developmental stage: •Orally rehearse sounds in short words and count the number of graphemes spoken prior to writing •Focus on cvc words .</p> <p>•Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</p>	<p>Build on previous units &amp; focus on: Depending on developmental stage: •Orally rehearse phrases and Word Count the number of words spoken prior to writing •Focus on a simple phrase .</p> <p>•Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</p>	<p>Build on previous units &amp; focus on: Depending on developmental stage: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Focus on a simple sentence - Subject, verb object. e.g. I got a gem. •Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage) •Teacher model and support correct use of the Sentence Accuracy Check for some</p>	<p>Build on previous units &amp; focus on: Depending on developmental stage: •Orally rehearse sentences and Word Count the number of words spoken prior to writing •Orally connect one idea or action using a range of connectives</p> <p>•Re-read what they have written to check for meaning Write: Combining words to make labels, captions, lists, phrases and short sentences. •Joining words using and, joining words and clauses using 'and'</p> <p>•Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p>	<p>Build on previous units &amp; focus on: Depending on developmental stage: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences.</p> <p>•Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p>	<p>Build on previous units &amp; focus on: •Orally rehearse and write: short sentences with known letter correspondences using a capital letter and full stop that can be read by themselves and others. •Re-read what they have written to check that it makes sense Write: Combining words to make labels, captions, lists, phrases and short sentences.</p> <p>•Joining words using and, joining words and clauses using connectives (e.g. but, because, and). •Teacher model, support and encourage independence in the correct use of the Sentence Accuracy Check</p>

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### Grammar: Text

<p>Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of parts of a simple narrative •Begin to retell familiar stories and texts in their words and / or repetition.</p>	<p>Build on previous units &amp; focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise parts of a simple narrative -•Retell the story - some as exact repetition and some in own words. including; Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives.</p>	<p>Build on previous units &amp; focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise parts of a simple narrative •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives.</p>	<p>Build on previous units &amp; focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise parts of a simple narrative •Retell the story - some as exact repetition and some in own words including; Once upon a time, So, Soon, and Suddenly. •Sequence sentences to form short narratives.</p>	<p>Build on previous units &amp; focus on: •Learn new vocabulary from texts •Recognise parts of a simple narrative •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives.</p>	<p>Build on previous units &amp; focus on: •Learn new vocabulary from texts •Recognise parts of a simple narrative - •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story - some as exact repetition and some in own words including; Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.</p>
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### Grammar: Punctuation

<p>Focus on: Letter formation Separation of words and spaces</p>	<p>Build on previous units &amp; focus on: Letter formation Separation of words with spaces Personal pronoun - I, he</p>	<p>Build on previous units &amp; focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, she, he Full Stops</p>	<p>Build on previous units &amp; focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops</p>	<p>Build on previous units &amp; focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he Full Stops Capital Letters for names</p>	<p>Build on previous units &amp; focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun - I, he, she Full Stops Capital Letters for names</p>
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### Terminology for Pupils

letter, capital letter, word, sentence, full stop, question mark