



Hoole Primary writing progression

EYFS

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
					

EYFS gateway keys

These are previously taught skills that the children should have mastered.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>To sometimes give meaning to marks as they draw and paint</p> <p>To scribe meaning to marks that they see in different places.</p>	<p>To give meaning to marks as they draw, write and paint</p> <p>To hear and say the initial sound in words</p> <p>To link sounds to letters</p> <p>To use some clearly identifiable letters to communicate meaning.</p> <p>To write labels.</p>	<p>To hear and say the initial sound in words and some subsequent sounds</p> <p>To link sounds to letters</p> <p>To begin to break speech down into words</p> <p>To segment the sounds in simple words and blend them together (Writes CVC words)</p>	<p>To break speech into words</p> <p>To begin to write a simple sentence (using CVC words)</p> <p>To write some irregular common words.</p> <p>To write labels and captions</p> <p>To hear and say initial sounds in words</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p>	<p>To write CVC words</p> <p>To write labels and captions</p> <p>To break speech down into words</p> <p>To begin to apply taught digraphs into writing</p> <p>To begin to write a simple sentence (in meaningful contexts)</p>	<p>To use phonic knowledge to write words in ways that match spoken sounds</p> <p>To write simple sentences (in meaningful contexts)</p> <p>To apply taught digraphs / trigraphs into writing</p> <p>To begin to write words with adjacent consonants</p> <p>To spell some common irregular words</p>
	<p>Labels such as labelling items on a character. (Using phonetic sounds they have learned.)</p>	<p>CVC – Consonant / vowel / consonant such as cat / hop</p>	<p>Labels such as labelling items on a character. Captions – a group of words. Children may be asked to caption a picture. (Using phonetic sounds they have learned.)</p> <p>A simple sentence – The cat sat.</p>	<p>CVC – Consonant / vowel / consonant such as cat / hop</p> <p>Labels such as labelling items on a character. Captions – a group of words. Children may be asked to caption a picture. (Using phonetic sounds they have learned.)</p>	<p>Digraphs – two letters make one sound.</p> <p>Trigraph – 3 letters make one sound.</p>

EYFS mastery key

These are the skills your children will be taught each half term.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>To give meaning to marks as they draw, write and paint</p> <p>To hear and say the initial sound in words</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters</p> <p>To use some clearly identifiable letters to communicate meaning</p> <p>To write labels</p>	<p>To begin to break speech down into words</p> <p>To hear and say the initial sound in words and some subsequent sounds</p> <p>To segment the sounds in simple words and blend them together</p> <p>To link sounds to letters</p> <p>To write labels and captions</p> <p>To write CVC words</p>	<p>To begin to break the flow of speech into words</p> <p>To write labels and captions</p> <p>To attempt to write short sentences in meaningful contexts</p> <p>To use phonic knowledge to write words in ways which match their spoken sound</p> <p>To spell some irregular common words</p> <p>To write CVC words</p>	<p>To attempt to write short sentences in meaningful contexts</p> <p>To use phonic knowledge to write words in ways which match spoken sounds</p> <p>To apply taught digraphs into writing</p>	<p>To use phonic knowledge to write words in ways which match spoken sounds</p> <p>To spell some common irregular words</p> <p>To write simple sentences which can be read by themselves and others</p> <p>To apply taught digraphs and trigraphs into writing</p> <p>To write words with adjacent consonants</p>	<p>To write simple sentences which can be read by themselves and others (applying taught phonic sounds)</p> <p>To spell some common irregular words</p> <p>To write phonetically plausible words</p> <p>To use key features of narrative in own writing (EXC)</p> <p>To have an awareness of a capital letter and full stop when writing a simple sentence</p>
<p>Segment and blend –</p> <p>Blending involves pulling together individual sounds within words; segmenting involves breaking words down into individual sounds.</p> <p>Labels such as labelling items on a character. (Using phonetic sounds they have learned.)</p>	<p>CVC – Consonant / vowel / consonant such as cat / hop</p> <p>Labels such as labelling items on a character. Captions – a group of words. Children may be asked to caption a picture. (Using phonetic sounds they have learned.)</p> <p>Segment and blend –</p> <p>Blending involves pulling together individual sounds within words; segmenting involves breaking words down into individual sounds.</p>	<p>CVC – Consonant / vowel / consonant such as cat / hop</p> <p>Labels such as labelling items on a character. Captions – a group of words. Children may be asked to caption a picture. (Using phonetic sounds they have learned.)</p> <p>A simple sentence – The cat sat. Children may write about themselves or stories they have been told.</p>	<p>A simple sentence – The cat sat. Children may write about themselves or stories they have been told.</p> <p>Digraphs – two letters make one sound. Children will begin to apply these to short sentences, labels and captions.</p>	<p>A simple sentence – The cat sat. Children may write about themselves or stories they have been told.</p>	<p>A simple sentence – The cat sat. Children may write about themselves or stories they have been told.</p>

