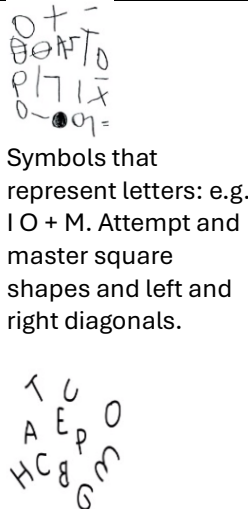
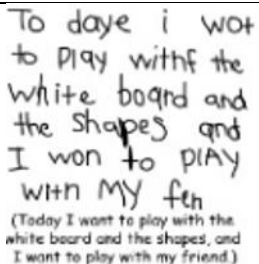


Enstone Primary School EYFS Writing Progression

At Enstone Primary School, we recognise that early writing develops gradually through a combination of mark-making, phonics, fine motor development, language and meaningful opportunities to communicate. This document outlines the progression of writing skills across the EYFS, supporting staff to provide consistent, developmentally appropriate experiences that build children's confidence, independence and enjoyment of writing.

Term	Writing Focus	Key Developments	What might children's writing look like?	Examples	Expectations	Support
Autumn 1	Meaningful mark making	Builds on understanding that marks carry meaning. Begins to use writing intentionally to communicate. Starts to link oral language and phonological awareness with early mark making. Developing control over letter formation through strengthening fine motor skills.	- Random marks, lines, or shapes that represent writing and have clear communicative content - Some letter-like forms mixed with drawings. - Includes familiar letters (e.g. from their name) - Name writing attempts using capital letters. - Writing may run in multiple directions. - May mix drawing and writing within the same piece. - Directionality inconsistent.	 Symbols that represent letters: e.g. I O + M. Attempt and master square shapes and left and right diagonals. Random letters with no relationship between the sounds and what the child is trying to say.	- Have or build an awareness that marks carry meaning. - Start developing pencil control and confidence. - Shows awareness that writing represents spoken words. - Begins to distinguish between drawing and writing. - Attempts to include known letters or familiar print in their work. - Can talk about what their writing "says."	- Daily mark-making (sand, paint, chalk, clipboards). - Model authentic purposes for writing (labels, lists, notes, class messages). - Encourage oral rehearsal of what they want to write. - Provide fine-motor and mark-making activities daily (threading, play dough, tweezers). - Display children's writing to celebrate meaning, not just form.
Autumn 2	Hearing and recording initial sounds	Builds confidence in linking sounds to letters. Begins to identify the first sound in words	Uses recognisable letters, often representing initial sounds (e.g., d for "dog").		- Begins to hear and record initial sounds in words. - Can match some sounds to letters with support.	Daily phonics opportunities through playful contexts (e.g., sound hunts, writing stations).

		and represent it in writing. Developing awareness that print follows a direction and letters have distinct shapes. Starting to segment simple words orally.	- Attempts to write words or labels with single letters or strings of letters. - Some correct directionality and occasional finger spaces. - Uses name and environmental print as reference.	Letter strings progressing from left to right. AEB 2T W0) I FHJLP Letter groups, finger spaces between groups and trying to apply some sounds that are heard in the words.	Produces marks or letters to label drawings or play items (e.g., signs, lists).	- Provide phoneme mats and name cards as scaffolds. - Model oral segmenting to hear its first sound. - Reinforce correct letter formation using large-scale and fine-motor practice.
Spring 1	Representing Sounds in Words- CVC Focus	Applies growing phonological awareness to segment and blend orally. Begins to represent all or most sounds in simple CVC words. Increasing control over pencil grip, pressure, and letter formation. Starting to reread writing to check meaning.	- Attempts to write short labels or captions using most sounds heard (“ct” or “cat”). - Uses plausible sound choices and clearer directionality. - Shows improved control and spacing between letter strings. - Copies familiar print (e.g., from displays or word mats).	the I is see like 12345 onb mv Environmental print - copying print found around the room	- Begins to segment simple CVC words and represent key sounds in writing. - Produces short, meaningful written pieces such as labels, captions, or messages. - Shows awareness of finger spaces or uses visual gaps to separate ideas.	- Model oral segmenting and blending during play and shared writing. - Provide sound mats and movable letters to support independence. - Offer scaffolded sentence stems (e.g., “I can see...”). - Encourage short, purposeful writing tasks (labels, name tags, shopping lists). Support caption writing for photos, displays, role play, etc. - Continue fine-motor and handwriting through varied media (chalk, whiteboard, sand).
Spring 2	Combining words to build short phrases and sentences	Moves from individual words to short phrases. Developing awareness that words combine to	Words phonetically plausible- using initial, mid and end sounds	Thehcanr (The horse can run.) Beginning sounds – when the child begins	Begins to compose and record short phrases or simple sentences with some adult support.	Model oral sentence building daily (“Let’s say it, count the words, then write it.”).

		express a full idea. Applies phonics to hear and record initial, medial, and final sounds.	• Labels and captions developing into short phrases • More control over letter formation. • Writes short, plausible word strings: “a cat in a hat”, “big red bus.” • Attempts finger spaces or marks clear breaks between words. • May use familiar tricky words (e.g., I, to, the).	to write simple sentences using tricky words and initial sounds.	• Uses phonic knowledge to spell most sounds heard. • Can orally rehearse a sentence before writing. • Begins to reread own writing to check it makes sense.	• Use sentence stems and story frames to scaffold structure. • Continue rich shared writing (e.g., describing class photos, recounting trips). • Celebrate children’s ideas over spelling accuracy. • Provide independent writing invitations (letters, signs, cards) to encourage confidence.
Summer 1	Building independence in simple sentence writing	Increasing fluency and control in writing. Applies phonic knowledge to represent most sounds in words. Developing understanding of sentence boundaries and beginning to use known tricky words. Writing becomes more purposeful and sustained.	• Writes one or more simple sentences that can usually be read back by others. • Shows clearer spacing and consistent directionality. • Includes some tricky words spelt correctly (<i>the, to, I</i>). • Phonetic spelling increasingly plausible across the whole word.	 Early inventive spelling which involves more sounds represented and spaces between words.	• Writes simple, meaningful sentences independently using phonic knowledge. • Begins to use known tricky words and finger spaces consistently. • Starts to read back and edit their work with support.	• Continue shared and guided writing to model sentence structure and rereading. • Provide daily opportunities for ind writing in play • Celebrate content and meaning over spelling accuracy. • Offer prompts, word banks, and story stems. • Encourage sharing of writing to strengthen confidence and fluency.
Summer 2	Developing fluency, stamina, and sequence	Writes more than one sentence to convey an idea or story. Applies phonic knowledge consistently and spells some common	• Develop writing stamina • Spelling words using the correct sounds (where applicable) • Writing readable to others		• Independence and control of meaning. • Applies secure phonic knowledge and some spelling patterns. • Begins to reread and self-correct for clarity.	• Provide daily time for extended, purposeful writing (storytelling, reflections, reports, letters). • Model editing and rereading as part of shared writing.

		exception words accurately. Starts to edit or improve writing independently.	• May start to use some basic punctuation (finger spaces, full stops and capital letters) • Letters are mostly correctly formed and recognisable	Inventive spelling includes more sounds including vowels, and words spelt correctly. Masters the 'x' shape and triangle shape.		• Encourage children to plan orally before writing and share finished pieces aloud. • Display and celebrate writing to reinforce authorship.
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