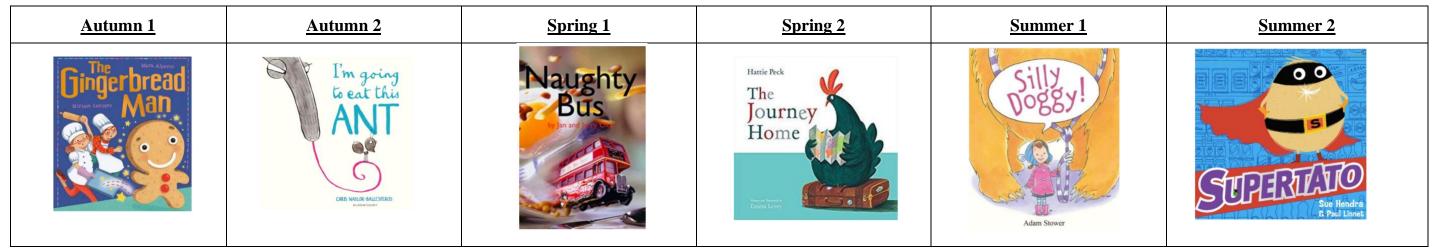


Hoole Primary writing progression EYFS



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

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