




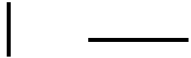

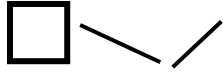

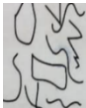

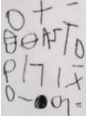
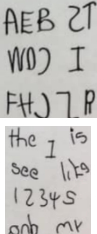
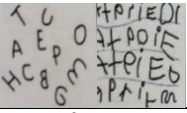


Nursery to Year 1 Progression

Fine Motor, Handwriting and Writing	2-3 Years Fine Motor Skills Physical Development Literacy-Writing	3-4 Years Fine Motor Skills Physical Development Literacy-Writing	Reception Fine Motor Skills Physical Development Literacy-Writing	Early Learning Goal Fine Motor Skills Physical Development Literacy-Writing	Year 1	Key Stage 1
<p><b>Core Strength and posture</b></p>	<p><b>Children at the expected level will be able to:</b></p> <ul style="list-style-type: none"> <li>-I can use a prone position laying on the floor, as I begin to prop up my body for writing.</li> <li>-I am developing some core stability.</li> <li>-I can slide forwards and backwards on my chair as I begin to sit on it.</li> <li>-I may prop myself up with my arms or rest my head.</li> </ul>	<p><b>Children at the expected level will be able to:</b></p> <ul style="list-style-type: none"> <li>-I can sit on a chair. The adult gives support by pushing my chair in, modelling and reminding me how to sit.</li> </ul>	<p><b>Children at the expected level will be able to:</b></p> <ul style="list-style-type: none"> <li>-I remember to push my chair under the table.</li> <li>-I am beginning to sit up straight as I write (with some prompting)</li> </ul>	<p><b>Children at the expected level will be able to:</b></p> <ul style="list-style-type: none"> <li>-I can sit up tall at the table with my feet on the floor.</li> </ul>		<p>Pupils should be taught to: ♣ spell by:</p> <ul style="list-style-type: none"> <li>♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>♣ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> <li>♣ learning to spell common exception words ♣ learning to spell more words with contracted forms.</li> <li>♣ learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>♣ distinguishing between homophones and near-homophones</li> <li>♣ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> </ul> <p>apply spelling rules and guidance</p> <ul style="list-style-type: none"> <li>♣ write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. </li></ul> <p>Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ form lower-case letters of the correct size relative to one another</li> <li>♣ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>♣ use spacing between words that reflects the size of the letters.</li> </ul>
<p><b>Fine motor- wrist, arm and finger strength dexterity</b></p>		<ul style="list-style-type: none"> <li>-I can pivot my shoulder using upper body strength e.g. swinging, pushing and lifting.</li> <li>-I can pivot my elbow for large-scale movements from side-to-side and up and down.</li> <li>-My elbow takes over more work from the shoulder.</li> </ul>	<ul style="list-style-type: none"> <li>-I can pivot my wrist for smaller scale movements to grasp and grip small-scale marks with finer tools.</li> </ul>	<ul style="list-style-type: none"> <li>-I can isolate and move different fingers e.g. show finger numbers, use identified fingers to pinch, press and use a pincer grip etc.</li> <li>-I have strength in my fingertips.</li> </ul>		
<p><b>Holding a pencil</b> <b>Hand dominance</b></p>	<ul style="list-style-type: none"> <li>-I can hold a pencil in a palmer or digital grip.</li> <li>-I swap and test hands when mark-making.</li> </ul> 	<ul style="list-style-type: none"> <li>-I develop a pincer grip.</li> <li>-I may still be determining which hand to use.</li> <li>-I sometimes hold a pencil correctly with support.</li> </ul> 	<ul style="list-style-type: none"> <li>-I can hold a pencil with a tripod pincer grip.</li> <li>-I have a dominant hand.</li> </ul> 	<ul style="list-style-type: none"> <li>-I can correctly hold a pencil and use it with good control and pressure.</li> <li>-I can hold and move the paper with one hand and write with the other.</li> </ul> 	<ul style="list-style-type: none"> <li>-I can correctly hold a pencil and use it with good control and pressure.</li> <li>-I can hold and move the paper with one hand and write with the other.</li> </ul> 	

<p><b>Writing symbols</b></p>	<p>-I can record a straight vertical line (2years) -I can record a horizontal straight line. (2 ½ years)</p> 	<p>-I can record a circle (3 years) -I can record a vertical cross. (3 ½ - 4 years).</p> 	<p>-I can record a square (4 years). -I can record diagonal lines to the left and right (4 ½ years). -I can record a cross using diagonal lines (4 years. 11 months).</p>  <p>X</p>	<p>- I can record a triangle (5 years.3 months).</p> 		<p>Writing Composition Pupils should be taught to: ♣ develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>♣ writing narratives about personal experiences and those of others (real and fictional)</li> <li>♣ writing about real events</li> <li>♣ writing poetry</li> <li>♣ writing for different purposes</li> <li>♣ consider what they are going to write before beginning by:</li> <li>♣ planning or saying out loud what they are going to write about</li> <li>♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence</li> <li>♣ make simple additions, revisions and corrections to their own writing by:</li> <li>♣ evaluating their writing with the teacher and other pupils</li> <li>♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>♣ read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> <p>Writing – Vocabulary, grammar and punctuation Pupils should be taught to: ♣ develop their understanding of the concepts by:</p> <ul style="list-style-type: none"> <li>♣ learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>♣ learn how to use:</li> </ul>
<p><b>Early steps: Making marks</b></p>	<p>-I explore making marks, but I do not always communicate meaning. -I am beginning to explain my drawing so that you can annotate it. -I enjoy making simple marks with difference messy play, chalks, cornflour and water, mud etc.</p> 	<p>-I can draw basic pictures. -I can use lines to look like writing. -I can write left to right. -I assign meaning to the marks I make. -I can write symbols and shapes that look like writing. -I assign meaning to the marks -I can confidently mark make during Squiggle Whilst you Wiggle</p> <p><b>Autumn: Attempts to write name</b> <b>Spring: I can write most of my name.</b> <b>Summer: I can write my first name.</b></p>  	<p><b>Autumn</b> -I can write random letters but there is no connection between letters and sounds. -I talk about my writing and give meaning. <b>Writes name from memory</b> -I can use letter strings which travel from left to right and top to bottom. -I attempt to 'read' my writing. -I can write letters with spaces between them to resemble the idea of words. -I can copy words that I see in the environment around me. -I can often do not know what the words say.</p> <p>Spring -I can write CVC words and phrases.</p> <p>Summer: -I can write sentences. -I can write my surname</p> 			

						<ul style="list-style-type: none"> <li>♣ sentences with different forms: statement, question, exclamation, command</li> <li>♣ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>♣ the present and past tenses correctly and consistently including the progressive form</li> <li>♣ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>♣ the grammar for year 2 in English</li> <li>♣ some features of written Standard English</li> <li>♣ use and understand the grammatical terminology in discussing their writing.</li> </ul>
<b>Name</b>	<ul style="list-style-type: none"> <li>-I can make an attempt at my name.</li> <li>-I can form some letters in my name.</li> <li>-I can make marks on my picture to represent my name.</li> </ul>	-I can form the letters in my first name.	-I can form most letters in my surname.	-I can form the letters in my full name.		
<b>Letter formation</b>	-I can attempt to form some letters correctly.	-I can form some letters from my name correctly.	-I can correctly form most letters from the 26 in the alphabet.	-I can correctly form all letters from the 26 in the alphabet.		
<b>Developing writing</b> <b>Words</b>		<ul style="list-style-type: none"> <li>-I am beginning to hear initial sounds and attempt to write these down.</li> <li>M for mum</li> <li>C for cat</li> </ul>	<ul style="list-style-type: none"> <li>-I know all 26 letter sounds.</li> <li>-I can hear initial sounds in words and write the letters down to match.</li> <li>-I can write short strings of letters to represent words.</li> <li>-I can write the final sounds.</li> <li>-I can write the medial sound in words.</li> <li>-I can segment and write down VC/ CVC words.</li> <li>-I can write high frequency, decodable and tricky words from memory.</li> </ul>	<ul style="list-style-type: none"> <li>-I can spell out words with consonant clusters, vowel digraphs and trigraphs.</li> <li>-I can write more challenging with a sound knowledge of Phase 2,3,4.</li> <li>-I can write capital letters.</li> </ul>		
<b>Developing writing</b> <b>Sentences</b>		-I can formulate and say a simple sentence for writing.	<ul style="list-style-type: none"> <li>-I can write a series of beginning letters and sounds for my phrase.</li> <li>-I can read what I have written and it is easier for an adult to read.</li> <li>-I can recall the order of words in my sentence.</li> <li>-I can put finger spaces between my words.</li> <li>-I can write phrases and short sentences.</li> </ul>	<ul style="list-style-type: none"> <li>-I can write a sentence with a full stop and capital letter.</li> <li>-I can re-read my sentence and check it makes sense.</li> <li>-Others can read my sentence.</li> <li>-I can use some punctuation.</li> <li>-I can apply my phonic knowledge.</li> <li>-I can write two or more independent sentences.</li> <li>-I can use and, but or so to extend my writing.</li> </ul>		

<p><b>Text forms and purposes</b></p>	<p>-I can notice some print, like the first letter of my name, door number or a familiar logo.</p>	<p>-I can emergent write simple lists. -I can write simple labels.</p>	<p>-I can write simple lists. -I can write short captions, phrases, sentences. -I can write instructions. -I can write messages. -I can write a postcard/ card and menu.</p>	<p>-I can write at length -I can write simple stories with a beginning, middle and end. -I can write a letter.</p>		
<p><b>Orientation and sizing</b></p>		<p>-I can begin to sit some letters on the line. -I begin to reduce the size of my letters.</p>	<p>-I can sit most letters onto the line. -I can record letters with some consistency of size and neatness.</p>	<p>-I can sit all letters on the line. -I can orientate all letters as tall, middle or small letters. -I can record small, neat and consistently sized letters.</p>		