

NFIS EYFS Writing progression

	Composition	Spelling	Handwriting
Autumn 1	<ul style="list-style-type: none"> - Talk to link ideas, clarify thinking and feelings. - Write their name by copying it from a name card or memory. - Begin to write some initial sounds. 	<ul style="list-style-type: none"> - Orally segment sounds in CVC words, e.g. c-a-t. - Say the initial sounds in most words. 	<ul style="list-style-type: none"> - Draws lines and circles. - Give meaning to marks. - Form some recognisable letters from name.
Autumn 2	<ul style="list-style-type: none"> - Segment CVC words and attempting to write using taught sounds. - Begin to write dictated phrases. - Know there is a sound/symbol relationship. 	<ul style="list-style-type: none"> - Write own name. - Identify known letters to match initial taught sounds (set 1). - Can write VC and some CVC words and labels with some support. 	<ul style="list-style-type: none"> - Shows a dominant hand. - Form letters from their name correctly. - Modelling comfortable pencil grip. - Becoming more comfortable writing Set 1 sounds.
Spring 1	<ul style="list-style-type: none"> - Orally compose a 2-3-word phrase and hold it in memory. 	<ul style="list-style-type: none"> - Orally segment and write VC and CVC words independently. - Begin to use set 1 and 2 digraphs in their writing (emergent writing). 	<ul style="list-style-type: none"> - Write from left to right and top to bottom. Forming recognisable letters. - Modelling a tripod grasp. - Retrace vertical lines and working on improving anticlockwise movements.
Spring 2	<ul style="list-style-type: none"> - Writing short captions/phrases independently. (2-3 words) 	<ul style="list-style-type: none"> - Spell to write words independently using taught set 1 and 2 digraphs. - Spell some red words e.g., the, to, you etc independently. 	<ul style="list-style-type: none"> - Begin to control letter size. - Begin to form clear ascenders and descenders. - Increased focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing

			<p>from left to write when writing. Anticlockwise movements focussed. (all lowercase letters).</p> <p>Begin to use capital letters, finger spaces and full stops.</p>
Summer 1	<ul style="list-style-type: none"> - Developing the ability to write captions and short sentences independently. - Can read writing back to themselves. 	<ul style="list-style-type: none"> - Spell words using knowledge of set 1 and 2 graphemes. - Make phonetically plausible attempts when writing unknown words. 	<ul style="list-style-type: none"> - Form most lower-case letters correctly. - Can include spaces between words. - Write more capital letters correctly.
Summer 2	<ul style="list-style-type: none"> - Write short phrases/ sentences using a capital letter and full stop. - Write different text forms for different purposes (e.g., lists and story) - They can read their own sentences and so can teachers. 	<ul style="list-style-type: none"> - Spell words independently using set 1 and 2 sounds. - Make phonetically plausible attempts at words and phrases when writing that can be read by others. - Spell more taught red words e.g., the, your, he, she etc independently. 	<ul style="list-style-type: none"> - Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. - Use finger spaces between their words independently.