

Continuous Provision Progression Grid

Intention- For children to become confident writer who are willing to try regardless of if they make mistakes.

Children will be equipped with the skills they need to write 1 or more readable sentences using their knowledge of phonics.

Writing
"You can make anything by writing" C S Lewis

Questioning Children

- How can you change your marks/writing?
- What do these marks mean?
- Can you create a new type of mark?
- Your marks look really interesting. I wonder what it says....
- What letters do you need to write?
- Can you write about...?
- What can you tell me about your writing?
- How would you describe...?
- Why did you make these marks/ write these words?
- Can you explain why you...?
- What else could you add to this?
- Which sounds can you hear?
- How would you organise your writing to show...?
- What is your writing telling the reader?
- How could you make it even better?
- Is this a fiction or a non-fiction piece of writing?
- Can you friend read your writing?
- Have you used a capital letter and full stop?

Development Matters

Birth to Three- Literacy-

Enjoy drawing freely.

Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Make marks on their picture to stand for their name.

Three and Four Year Olds- Literacy-

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

Children in Reception will- Literacy-

Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound

Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Writing ELG-

Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

Adults will support our writers by...

Using Key Vocab:

Essential Vocab

Write, writing, draw, drawing, picture, squiggle, dot, hold, marks, line, shape, pattern, letter, word, letter sound, letter shape, letter name, talk.

Writing genres: book, list, story, letter, instructions, postcard, poster, diary, note, recipe, fiction, non-fiction.

The language used when 'talking through' forming different movements, patterns and lines and shapes.

Letter and number names.

Extended Vocab:

Grip, sentence, caption, finger space, line, upper case, capital letter, lower case, full stop, phoneme, alphabet, spell, explain, discuss, describe, pinch, trace, curved, straight, zigzag, spiral, read, reread, check.

Sign, poster, logo, symbol, brand.

Sequence, order.

Imagine

Types - fantasy, mystery, adventure.

Planning in areas will take into consideration children's ability and past experiences over the year. This document is to be used as a bench mark and built upon for individuals and groups.

Writing is an essential part of our EYFS Curriculum. Our provision is set up to allow writing opportunities in all areas. Activities entice children into writing. All writing is celebrated regardless of ability.

Children will have the opportunity to learn to write formally in phonics lessons each day. The skills and knowledge that they build up in these systematic lessons is then catered for with appropriately leveled provision, ready for all children.

What adults will provide

What adults can provide:

Mark-making equipment (such as pencils, felt tips, ballpoint pens, gel pens, whiteboard pens, paintbrushes, crayons and chalk of differing thickness)

Mark-making trays (sand, eco-friendly glitter, foam or coloured rice)

Stencils, stamps, printing resources, natural mark-making resources, large-scale mark-making tools

Different surfaces for mark-making activities

Scissors, hole punches, staplers, sticky tape and glue sticks Paper varying in size, colour, type and thickness

Lower-case and upper-case magnetic letters, stones, wooden letters

'On the go' mark-making resources (mini clipboards, writing bags, backpacks or buckets)

Name cards, name lists (role-play registers) sound mats, alphabet arcs and number lines

Sets of phonics resources (mats/stones/cards) linked to phonic phases

Patterned scissors, treasury tags and paperclips

Blank books and templates for story writing, notebooks, message display area

Smaller writing paper (such as sticky notes or labels)

Topic word cards and tricky words

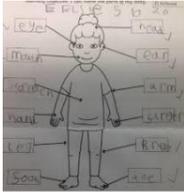
Books, including fiction and non-fiction (such as simple word books)

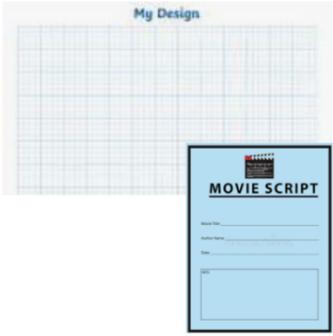
CVC word cards, sentence strips and sentence writing visual prompts

Lined paper and small notepads

Story resources (such as story stones) to encourage story telling and writing
Themed books and magazines or images for children to use for bookmaking/story writing

Term	Links to Development Matters	Intent	Possible Activities in Continuous Provision	Resources	Activities from MTP to support intent of half term.	Review of area/ Other activities used to follow children's interests.
<p>Autumn 1 A Story to Remember</p> <ul style="list-style-type: none"> • How can you change your marks/writing? • What do these marks mean? • Can you create a new type of mark? • Your marks look really interesting. I wonder what it says.... 	<p>Birth to Three- Literacy- Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.</p> <p>Three and Four Year Olds Literacy- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately</p>	<p>Children will draw freely onto different papers/ surfaces. Children will begin to describe drawings. Children will begin to write letters from their names.</p>	<p>Provide pictures of various bears/ Characters from The Gruffalo and Superworm to inspire drawings. Provide words from the story for children to copy. Provide copies of names for children to begin to copy. Provide various papers/ paper books/ white boards/ chalk boards. Encourage mark making in all areas of provision using notepads, clipboards etc.</p>	<p>Pictures of characters Words. Names Various papers/ paper books/ white boards/ chalk boards. Clipboards, notepads</p> 	<p>Introduce story maps using lines to represent the different settings of the story.</p> <p>Circles times/ small groups to discuss children's drawings. Labelling characters with initial sounds.</p> <p>Children begin to learn Phase 2 phonics using the Phonics Bug scheme (reading)</p> 	
<p>Autumn 2 Once Upon a Time</p> <ul style="list-style-type: none"> • What letters do you need to write? • Can you write about...? • What can you tell me about your writing? • How would you describe...? 	<p>Three and Four Year Olds Literacy- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p>	<p>Children will begin to using cursive handwriting scheme. They begin to implement this by labelling using initial sounds.</p> <p>Children will begin to learn to write their name using cursive handwriting.</p>	<p>Provide shopping listing in home corner for the Three little pigs. List writing for best materials to build a house- This could be pictures of materials that children label with initial sound. Drawing a bridge for the goats to cross labelling with initial sounds. Draw a picture for what happens next to the goats. Drawing a troll a troll to make out of clay</p>	<p>Pencils, crayons, felt tip, clipboards, notepads.</p> 	<p>Begin formal handwriting during phonics lessons using cursive handwriting scheme. Begin morning challenge- name writing, copying letters, first names using cursive handwriting.</p> <p>Label different parts of a pig using initial sounds.</p> <p>Label different parts of a house using initial sounds.</p> <p>Writing clue for finding the troll that destroyed the classroom (this</p>	

	Write some letters accurately		List writing what we would like for Christmas.- This could be pictures cut from a catalogue labelled with initial sounds.		could be mark making that the children are then able to speak about and explain). Make a wanted poster to find the troll to put around the school. Writing invitations for parents to come to the Nativity (copied). Writing letters to Santa to be delivered at the post office.	
<h3>Spring 1 The Helpful Patrol</h3> <ul style="list-style-type: none"> Why did you make these marks/ write these words? Can you explain why you...? 	Children in Reception will Literacy- Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound	<p>Children will begin to label using 3 and 4 letter words implementing the Phase 2 phonics that they have learnt.</p> <p>Children will be able to match up upper and lower case letters.</p> <p>Children will use upper case letters when writing names.</p> <p>Children will begin to write 2 word captions using Phase 2 tricky words (the).</p>	<p>Caption writing for paw patrol pictures. Can you label a map of Adventure Bay? Drawing and labelling wanted Posters. Clipboards and paper for children to not health and safety hazards around school. Labelling parts of the Skelton using the life sized skeleton or jigsaw skeleton, focusing on using 'the' eg the ribs. Write doctors notes for poorly babies. Images of people who help us the influence free writing/ writing of key words.</p> 	<p>Pictures of paw patrol Maps of Adventure Bay Wanted Posters Clipboards and paper Skeletons Post its Doctors notes.</p> 	<p>Character descriptions (fact files) using 3-4 letter words/ 2-3 word captions. List writing a swag bag. Words for describing characters in Cops and Robbers Labelling fire safety posters/2-3 word Caption writing for Fire Safety Posters (to be put around the school) Identifying fire risks around school. Labelling parts of the body/ skeleton. Write instructions for how to brush your teeth (captions to be held by adult) using capital letters and full stops.</p>	
<h3>Spring 2 Spring has Sprung</h3> <ul style="list-style-type: none"> What else could you add to this? Which sounds can you hear? 	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	Able children will begin to extend their writings to up to 6 words or more.	<p>Design pancake to label. Writing shopping lists for pancakes. Writing character descriptions for wolf, building up captions 'the wolf is....' Drawing and labelling the farm from Rosie the hen. Reciepe writing for food in the mud kichthen for the chicks. Writing cards for the Easter bunny. Writing captions to show the life cycle of a chick. Macthing upper case and lower case easter eggs.</p>	<p>Pictures of wolf Shopping list pro</p>  <p>forma Design a pancake sheet. Rosie the Hen book. A3 paper for map drawing. Upper case and Lower case Easter Eggs</p>	<p>Writing recipe instructions for making a pancake using 2-5 word captions. Writing a recount for part of the story Mr Wolf's Pancake using 2-5 words captions. Making Welcome cards for the chicks, focusing on lay out of a card/letter. Re-writing the story of Rosie the Hen using 2-6 word captions. Build on Welcome cards with Easter/Mother's Day cards. Focusing on Upper case letters.</p>	
<h3>Summer 1 Amazing Adventures</h3> <ul style="list-style-type: none"> How would you organise your writingto show...? 	Children in Reception will Literacy- Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	<p>Children will begin to implement their phase 3 phonics.</p> <p>Children will write phonetically plausible captions.</p> <p>Children will begin to us capital letters to begin</p>	<p>Write a list of the items you might take to the moon. Writing the Whatever Next story in their own words to be read to the class using a capital letter at the beginning and a full stop at the end. Parts of a rocket labelling and explaining what they do. Planning building of a rocket - labelling parts - identifying materials to use- writing instructions of how to build the rocket.</p>	<p>Design sheets Movie script paper.</p>	<p>Writing a continuation of the story 'Whatever Next - what does happen next? Using capital letters and fulls stops at the beginning and end of each caption.. Creating a dinosaur story, thinking closely of a stories characteristic: identifying the beginning, middle and end of the story. By working as part of a group. Character descriptions for their dinosaur - creating a list of describing words and attributes and using these words to build sentences.</p>	<p>Write questions to ask an astronaut. Write a list of things to take to space.</p>

<ul style="list-style-type: none"> • What is your writing telling the reader? • How could you make it even better? 	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>	<p>their work and a full stop to end. Children will re-read what they have written and edit mistakes.</p>	<p>Pretending to be a movie maker- Script writing for movie making. -Children write simple sentences indicating what characters might say at the beginning, middle and end of the story.</p>	<p>Rocket paper.</p> 	<p>Children will begin to be encouraged to read their work back and correct mistakes.</p>	
<p>Summer 2- Magnificent Mini beasts.</p> <ul style="list-style-type: none"> • Is this a fiction or a non-fiction piece of writing? • Can you friend read your writing? • Have you used a capital letter and full stop? 	<p>Writing ELG- Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>Children will write simple phrases that can be read by themselves and to a live audience. Children will write using their Phase 2, Phase 3 and Phase 4 phonics knowledge. Children will begin to write extended pieces of writing including more than 4 captions which are broken up into sentences using a capital letter and full stop.</p>	<p>Writing descriptions for minibeasts. paper books for children to write their own stories in the style of Eric Carle. Making story mas of the story 'What the Ladybird heard'. Use the story map to practice writing out the story onto 'farm paper' (tea bagged). Use questions for story starters- What did the ladybird do next? What happened to the robbers? Where did the fine prize cow go for his next show?</p> 	 <p>Make paper books Tea bagged paper Question writing starters.</p> 	<p>Writing a recount of what we found on our bug hunt. Writing our own stories about having a busy day (inspired from The Very Busy Spider) Writing directions for the robbers journey in What the Ladybird Heard. Writing a mini beast fact file (to impress our Year 1 teacher) Writing a recount of a life cycle of a caterpillar Writing a recount of Sports Day. Final writing for Year Teacher - What the Ladybird Heard recount. During each writing task children will be encourage to read their work back to correct mistakes. Use correct capital letters and full stops and build up a stamina for writing by writing at least 5 captions per piece.</p>	