

## Nursery Writing Progression

|                        | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|------------------------|---|--|--|---|---|--|
| Literacy teacher input | <p>Listening and attention – follow story/text with engagement (see Welcomm assessments)</p> <p>Good Listening skills</p> <p>Simple recall of story narrative</p> | <p>Text sharing with attention and listening focus.</p> <p>Distinguish between pictures and words, and support understanding that words carry meaning.</p> <p>Pointing out and discussing pictures, and pointing to words at appropriate points e.g. when sharing the title, when pointing to the place where they will begin reading.</p> <p>Vocabulary building – concepts of print (word, letter, page, holding the book)</p> <p>Basic vocab through the text, related to the story</p> | <p>Pictures in response to narrative/non-fiction (characters, fav pages, non fav things, settings, interesting things). Children to suggest what/how to draw pictures.</p> <p>Adult to write simple text from children’s oral contributions to introduce concept of writing for purpose – to share story features or <b>respond to the text</b></p> <p>Introduce Helicopter Stories into setting</p> | <p>Story mapping of narrative (3) with Children to suggest what/how to draw pictures.</p> <p>Non-fiction facts taken from text – children’s responses.</p> <p>Adult to write responses from children’s oral contributions to introduce concept of writing to share our thoughts and ideas.</p> <p>Write letters, posters, invites</p> | <p>Pictures/Story mapping with labels/letters/lists, with children encouraged to say initial sound of words adult wants to write, adult to model correct formation.</p> <p>Encourage children to blend when you segment a CVC/CVVC/CVCC word you want to write. Encourage them to notice that the sounds you say are represented by the marks you make.</p> | <p>Pictures/Story mapping with labels/letters/lists, with adult emphasising initial sound of words they want to write (only sounds children have been introduced to). children encouraged to say initial sound of words adult wants to write. Encourage children to blend when you segment a CVC/CVVC/CVCC word you want to write.</p> |

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|  |  | <p>Recall of story narrative through Simple oral story telling (group)</p> <p>Continue to point out and discuss words/pictures in stories.</p>  |   |  |   |  |
| <p>Skills developed through guided writing activities.</p> <p><b>GUIDED WRITE OBJECTIVES – SPLIT OVER 6 HTS</b></p> <p>Write Dance developmental progression</p> | <p>Guided group story telling</p> <p>During sensory mark making opportunities to use lines - vertical and horizontal</p> <p>Begin to understand that their marks carry meaning by talking about marks they have made.</p> <p>Tend to demonstrate preference for a particular hand.</p> <p>Grip – whole hand grasp, but</p> | <p>Guided group story telling – using character puppets</p> <p>Song for story retell</p> <p>During sensory mark making opportunities to use zigzag and bumps - wiggles</p> <p>When encouraged by an adult, children may show interest in looking at their name, make marks to represent their name, and/or begin to attempt to form the first letter of their name.</p> | <p><i>Fortnightly guided writing focus to begin.</i></p> <p>During sensory mark making opportunities to use circles</p> <p><i>Oral Recall narrative or ideas from non-fiction texts to illustrate children's responses and ideas about the text - Mark making with intention.</i></p> <p><i>Writing activities should be done 'pen to paper' where appropriate, but where the child</i></p> | <p>Children to use circles and lines to create closed shapes, to which they add details so that pictures become increasingly recognisable.</p> <p>All children to move towards small scale, 'pen to paper' mark making if possible.</p> <p>Be able to write at least the first letter of their name, which should be recognisable to others.</p> | <p>Write some or all of their name, copied or from memory, with recognisable letters and some correct letter formation.</p> <p>Match some letters to phonemes in words they want to write with support, and use these to record.</p> <p>Use an increasingly sophisticated repertoire of small, controlled marks in their drawings – dashes, crosses, dots, diagonal lines. Use these cohesively to create</p> | <p>Write some or all of their name, increasingly from memory, with recognisable letters and some correct letter formation.</p> <p>Match some letters to phonemes in words they want to write, and use these to record</p> <p>Use an increasingly sophisticated repertoire of small, controlled marks in their drawings – dashes, crosses, dots, diagonal lines. Use these cohesively to create</p> |

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|  | <p>encouraging pincer grip.</p> <p>Gross motor development: upper body strength; pulling themselves up</p> | <p>Talk about marks they have made, explaining their meaning to others. Demonstrate that they understand their marks carry meaning by mark making for a purpose.</p> <p>Show awareness of the difference between pictures and words by imitating writing, which may take the form of directional scribble.</p> <p>Consistently demonstrate preference for a dominant hand.</p> | <p><i>is not yet ready, they can respond to the prompt via sensory or large scale mark making.</i></p> <p>All children encouraged to make marks to represent their name, taking into account correct directionality. Where appropriate, children supported to correctly form the first letter of their name, and copy the letters thereafter as much as they are able.</p> <p>Show awareness of the difference between pictures and words by imitating writing, which may take the form of directional scribble and attempting to form letter shapes.</p> | <p>Where appropriate, copy some or all of name from name card, with some recognisable letters.</p> <p>Pictures to become increasingly detailed and coherent, with children taking into account what they would like to represent.</p> <p>Apply some print and letter knowledge to early writing, for example directional scribble from left to right, starting at the top of the page, begin to attempt some letter shapes of personal significance. Ascribe meaning to their 'writing.'</p> | <p>recognisable and detailed drawings.</p> | <p>recognisable and detailed drawings.</p> |
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| <p>Provision ideas</p> | <p>Engage in large scale mark making opportunities (e.g. chalk, painting on large surfaces, mud painting etc) to gain understanding of the relationships between their movements and the marks they make, and to develop movements linked to mark making.</p> <p>Engage in sensory mark making experiences (e.g. mark making in sand, finger painting, shaving foam)</p> <p>Engage in a range of fine motor opportunities to develop strength, control and dexterity</p> <p>Big objects - duplo for example, large bead threading etc</p> | <p>Trace already drawn lines, either with mark making tools or with small loose parts, in order to develop control and directional movements.</p> <p>Engage in sensory mark making experiences with control and purpose, drawing circles and enclosed shapes.</p> <p>Be encouraged to combine shapes in order to create a cohesive picture, recognising that they can make marks for a purpose and those marks can sometimes be interpreted by others.</p> <p>In all mark making contexts, be able to</p> | <p>Name cards permanently available in writing area, encourage children to refer to these to label their pictures – they may make marks to stand for their name, or copy one or more letters.</p> <p>Adults to model and provide opportunities for shared purposeful ‘writing’ e.g. discussing a shopping list with a child, and modelling recording the items they choose.</p> <p>Encourage children to draw or make marks to represent their ideas.</p> <p>Children encouraged to reflect on what they have seen, taking note of the</p> | <p>Children will respond to opportunities to engage in purposeful early writing, applying the skills outlined above. They may be encouraged to do so, and may benefit from engaging in such an activity alongside an adult.</p> <p>Children to recognise name without picture during self registration.</p> <p>Dough disco</p> <p>Tweezers</p> <p>Scissor skills</p> | <p>Children will be independently motivated to write some/all of their name. For example, an area could be created for children to display their independent writing. Children encourage to write their name so others can recognise their work.</p> <p>Children will respond to opportunities to engage in purposeful early writing, applying the skills outlined above.</p> <p>Children may show interest in attempting to write the names of their friends. They should be given opportunities to do</p> | <p>Children will create their own opportunities to engage in purposeful early writing, linked to their interests or experiences. E.g. they may make plane tickets to go on an adventure with their friends.</p> <p>Children exposed to and given opportunities to explore different means of writing for purpose. E.g. post cards, instructions, signs.</p> <p>Adults should facilitate real life purposes e.g. can you make a stop sign for the painting area? Can you draw pictures and initial sounds to tell your friends what fruit we have on the snack table today?</p> |
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|  |  | <p>point to and talk about the marks they have made, encouraged to recognise that their marks carry meaning.</p> <p>Plastic scissors in play dough</p> <p>Dough disco</p> | <p>general shape of objects and the finer details, and using these in their drawings. For example, they may respond to a photograph or illustration in a story, and attempt to draw what they see.</p> <p>Children to recognise name with picture during self- registration.</p> <p>Dough disco<br/>Hole punching</p> |  | <p>so, e.g. party invitations.</p> <p>Name writing in morning when children enter nursery.</p> <p>Grapheme mats and cards in writing area to enable children to see and attempt to form graphemes.</p> <p>Dough disco</p> <p>Scissor skills<br/>Tweezers</p> | <p>Grapheme mats and cards in writing area to enable children to see and attempt to form graphemes.</p> <p>Dough disco<br/>Scissor skills<br/>Tweezers</p> |
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