

Hurst Green Progression Map of skills-Writing (T4W/IAACW approach)

	<u>Writing framework links</u>	<u>T4W skills (EYFS)</u> Talk for Writing helps children become confident storytellers and early writers by learning stories through talk, actions and play.	<u>Drawing Club Approach (EYFS)</u> The approach supports the Early Learning Goals across communication, literacy, physical development, creativity and thinking.	<u>IAACW skills (Yr1&2)</u> An approach to embed and develop key writing skills and revisit consistently.	<u>Vocabulary/Grammar to be taught</u>
Nursery	• Show interest in mark-making and writing-like behaviours. • Recognise and attempt to write some letters. • Hear and identify sounds in words. • Use vocabulary and oral sentences that prepare them for written composition. • Use tools with increasing control and develop fine-motor strength. • Engage in purposeful writing during play.	• Join in with repeated story phrases • Retell simple stories with actions • Talk about characters and events • Use new story vocabulary in play • Sequence simple events orally • Copy story actions and story maps • Say parts of a story with the group • Use simple story language • Change small parts of a story • Create simple story ideas in play • Use story maps with support • Make marks with meaning • Give meaning to drawings and marks • Attempt to write initial letters • Choose to write in play		Pre-writing activities to develop: <u>Emerging</u> • I join in with rhymes and songs • I listen to stories and join in with actions • I repeat simple story phrases • I talk about pictures in books • I make marks and say what they mean • I explore tools like crayons and paintbrushes • I use my hands and fingers to build strength <u>Developing</u> • I retell simple stories with actions • I use story words in my play • I talk about characters and events • I sequence simple events orally • I give meaning to my drawings and marks	sound, letter, word, sentence, full stop, capital letter (Model, display and introduce in everyday provision, storytelling and teacher led activities)

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		• Join in with rhymes and alliteration • Hear initial sounds in words • Develop fine motor strength • Use tools with growing control • Hold mark making tools with developing grip		• I try to write the first sound in my name or words • I choose to write in my play (lists, signs, labels) • I hold a pencil with growing control <u>Secure</u> • I can say parts of a story with my friends • I can use a simple story map with help • I can change small parts of a story (character, object, place) • I can make up my own simple story ideas • I can hear the first sound in a word • I can use story language in my play • I can make marks that look more like writing and talk about them confidently	
Reception	• Say → write → read back their sentences. • Use phonics to spell. • Form letters correctly. • Write for real purposes across the classroom. • Dictated sentences	• Storymaps • Oracy • Rehearsing simple sentences • Nouns • Verbs • Finger spaces • Full stops • Capital letters • Names • Labels	Fine Motor Skills • Correct pencil grip • Drawing lines, shapes and details		sound, letter, word, sentence, full stop, capital letter (Model, display and reinforce in everyday provision, storytelling and teacher led activities)

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		• captions	• Control and precision when marking paper • Developing hand strength for writing Communication and Language • Listening carefully to stories and prompts • Discussing ideas with adults and peers • Explaining drawings and inventions • Learning and using new vocabulary Literacy Skills • Story comprehension • Sequencing events from stories • Mark-making with meaning • Writing letters, words and simple sentences		
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			• Beginning to use phonics in independent writing Expressive Arts and Design • Using imagination creatively • Designing characters, settings and objects • Exploring colour, pattern and detail • Representing ideas through drawing Thinking and Problem-Solving • Generating imaginative ideas • Creating solutions to story challenges • Predicting what might happen next • Planning before drawing or writing		
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			Personal, Social and Emotional Development • Building confidence to share ideas • Persevering with challenging tasks • Taking pride in creative work • Collaborating and discussing with others		
Year 1	• Write simple, coherent sentences. • Use phonics to spell most decodable words. • Spell some common exception words correctly. • Use basic punctuation accurately (capital letters, full stops, question marks, exclamation marks). • Form letters correctly and consistently. • Sequence sentences to create short narratives. • Dictated sentences	• Hooks • Storymaps • Cold tasks • Imitate • embed • Oracy • Rehearsing sentences • Nouns • verbs • Adjectives • Time connectives • Exclamation sentences • Openers • Question words/sentences		<u>Entering</u> Handwriting-Letter formation focus Letters on the line Posture Reading sentences Sentence structure Capital letters for names Conjunctions (and) Time words <u>Developing</u> (see previous skills to continue) Use I, We, Me, My Think and say sentences Develop time words New openers Question words Use and to join two clauses <u>Secure</u> (see previous skills to continue) Capital letters for names of places/days of the week Adjectives to improve sentences Question words	letter, capital letter word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark (explicitly teach, model and display in English lessons and foundation subjects where appropriate)

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Year 2	- Write coherent pieces with clear sentence demarcation. - Dictated sentences - Use capital letters, full stops, question marks, exclamation marks, and commas in lists. - Use apostrophes for contractions and possession. - Spell most common exception words correctly. - Apply phonics and spelling rules with increasing accuracy. - Use expanded noun phrases and a range of conjunctions. - Begin to join handwriting.	- Hooks - Storymaps - Boxing up - Oracy - Cold tasks - Imitate - Embed - Innovate - Rehearsing sentences - Nouns - verbs - Grammar and punctuation - Spelling		<u>Entering</u> - Says ideas aloud before writing - Writes simple sentences - Uses basic vocabulary - Uses phonics to spell simple words - Spells some common exception words - Forms most letters correctly - Writes letters mostly the correct size - Uses capital letters and full stops sometimes - Uses "and" to join ideas - Writes simple story beginnings - Writes basic recounts <u>Developing</u> - Writes linked sentences on the same idea - Adds detail using expanded noun phrases - Makes small improvements to writing	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma (explicitly teach, model and display in English lessons and foundation subjects where appropriate)

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				• Spells most Year 2 common exception words • Uses suffixes (-ment, -ness, -ful, -less, -ly) • Uses word endings (-ing, -ed, -er, -est) • Keeps letters on the line with clear spacing • Begins to join handwriting • Uses question marks and exclamation marks • Uses commas in lists • Uses a range of conjunctions (but, or, when, if, that, because) • Writes instructions using bossy verbs • Writes information sentences using facts <u>Secure</u> • Plans writing independently • Writes coherent pieces for different purposes • Chooses interesting vocabulary • Uses apostrophes for contractions and possession • Spells homophones correctly	
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				• Applies spelling rules independently • Joins handwriting fluently • Writes neatly and consistently • Uses tense consistently • Uses expanded noun phrases to enhance meaning • Writes full stories with beginning, middle, end • Writes clear, ordered instructions • Writes organised factual pieces • Uses vocabulary and grammar to suit the text type	
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