

EYFS Writing Progression Map

Writing Red Word Tracker

| Red | | Green | Purple | |
|-----|-------------|-------|-----------------------|--|
| the | my | your | to | |
| 1 | my for * | said | me | |
| no | he | you | go | |
| of | | be | go baby paint * | |
| | | | paint * | |

Writing Speed Sounds

| Set 1 Speed Sounds Tracker | | | | | | | | |
|----------------------------|-----------------------|-------|-------|-----------|-------------------|--|--|--|
| | Set 1 special friends | | | | | | | |
| mastd | inpgo | ckubf | elhrj | v y w z x | sh th ch qu ng nk | | | |

| Set 2 Speed Sounds Tracker | | | | | | | |
|----------------------------|----------|-----------|----------|--|--|--|--|
| ay ee igh | ow oo oo | ar or air | ir ou oy | | | | |

Writing Sounds, Ordering Sounds, Sentence Writing

| - 10 | can write my | I can write | I am working on | I can write | I can write cvc | I can write cvc | I can write | I can write a | I am starting to | I am starting to | My writing can |
|------|--------------|----------------|-----------------|-----------------|------------------|-------------------|----------------|-----------------|------------------|------------------|----------------|
| | name | some | representing | initial and end | words using | wrds using | simple | simple sentence | use a full stop. | use some finger | be read by |
| | | recognisable | some sounds in | sounds | phase 2 sounds | some digraphs. | captions lists | using my phonic | | spaces between | others. |
| | | letters when I | order when I | | | | to match a | knowledge and | I can reread | my words. | |
| | | write | sound out | | I am starting to | I am starting to | picture | knowledge of | what I have | | Some words |
| | | | | | write ph 2 | write ph 3 tricky | | tricky words | written. | I am forming my | are spelled |
| | | | | | tricky words | words | | | | letters | correctly and |
| | | | | | | | | | | correctly. | others are |
| | | | | | | | | | | | phonetically |
| | | | | | | | | | | I am starting to | plausible |
| | | | | | | | | | | use capital | |
| | | | | | | | | | | letters. | I can spell |
| | | | | | | | | | | | many HFW |
| | | | | | | | | | | | words |



| | Pre Phonemic Stage | | | | | | | | | |
|---|--------------------------------------|--------------------------------------|-------------------------|---|---|---|--|--|--|--|
| Pictures | Random Scribble writing | | Symbols that | Random letters | Letter Strings | Letter groups | | | | |
| | Scribbling | | represent letters | | | | | | | |
| · · · · · · · · · · · · · · · · · · · | ST. | Messes messes select | 804TO 81717 81717 | A E P O O O O O O O O O O O O O O O O O O | AtprieDI AtprieDI AtprieDI | TS BAA I COW IJ CHA | | | | |
| Picture tells a story to convey message | Starting point at any point of paper | Progression is from left to right | Mock letters | or symbols | Letter strings move from L to R and move down the | Separated by spaces to resemble different words | | | | |
| | | | | | page | | | | | |

| | | L | | F-0- | _ | | | |
|---------------------------------------|--|--|---|---|---|--|--|--|
| Early Phonemic | Letter nar | ne stage | Transitional Stage | | | | | |
| Stage | | | | | | | | |
| Environmental print | Beginning sounds Initial and final Random and initial sounds appear consonants | | Vowel sounds appear Evidence of tricky words | All syllables represented | Inventive spelling | Multiple related sentences with many words spelled correctly | | |
| the I is see lites 12345 and my | IVA DAAO | We win to the s (We went to the store.) I lk mi Bk. | Thehcanr (The horse con run.) I lik to pla with my cat. | My fav orit dinosor is the stegosorus, | To daye i wot to play within the white board and the Shapes and I won to play with My fen | One day I saw my Frid it was Israel and Antonio and They set lost I fed Thim. The end Today I am going to the sec with my mothe. I am going to by a present for my broths bothday. He is the yers old. | | |
| Awareness of print, copied from | Beginning and ending letters are used to represent words | | Medial sound may initially be written as a consonant. Vowels begin to appear. | A child hears beginning, middle and end sounds. | Whole sentence | e writing develops. | | |
| surroundings | | | Torreis degrit to appear. | | | | | |