



At Godshill writing is encouraged constantly within the early years environment. The children are encouraged to explore different ways to mark make as soon as they start in our Nursery class. We use photos to evidence mark-making within the environment and provide the children with fun, enjoyable and exciting ways to explore mark making such as water, paint, chalks etc.

Prime areas	Communication and Language	Physical development	Personal, Social and Emotional Development	Specific areas	Mathematics	Literacy	Understanding the World	Expressive Arts
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Writing: Transcription spelling			
0-3 years	3 - 4 years	Reception	At the end Reception
	<ul style="list-style-type: none"> <li>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; write 'm' for mummy.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Write short sentences with words with known letter-sound</li> </ul>	



Writing: Transcription handwriting			
0-3 years	3 - 4 years	Reception	At the end Reception
<ul style="list-style-type: none"> <li>Enjoy drawing freely.</li> <li>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>Make marks on their picture to stand for their name</li> </ul>	<ul style="list-style-type: none"> <li>Write some or all of their name.</li> <li>Write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> </ul>
<ul style="list-style-type: none"> <li>Develop manipulation and control.</li> <li>Explore different materials and tools.</li> </ul>			<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Shows a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li><b>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:</b></li> <li><b>pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</b></li> <li><b>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</b></li> <li><b>Develop the foundations of a handwriting style which is fast, accurate and efficient.</b></li> </ul>	
<ul style="list-style-type: none"> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> </ul>			



Writing: Composition Planning, Writing, Editing			
0-3 years	3 - 4 years	Reception	At the end Reception
	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>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; write 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>Re-read what they have written to check it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>
	<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	
	<ul style="list-style-type: none"> <li>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc</li> </ul>	<ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>



Writing: Composition			
Awareness of audience, purpose and structure			
0-3 years	3 - 4 years	Reception	At the end Reception
<ul style="list-style-type: none"> <li>• Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</li> <li>• Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</li> <li>• Watch someone's face as they talk.</li> <li>• Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</li> <li>• Listen and respond to a simple instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary throughout the day.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>



Writing: Vocabulary, Grammar, Punctuation Sentence Construction and Tense			
0-3 years	3 - 4 years	Reception	At the end Reception
<ul style="list-style-type: none"><li>• Listen to simple stories and understand what is happening, with the help of the pictures.</li><li>• Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</li><li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li><li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li></ul>	<ul style="list-style-type: none"><li>• Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</li><li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li><li>• Use longer sentences of four to six words.</li></ul>	<ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary throughout the day.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li></ul>	<ul style="list-style-type: none"><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li></ul>



<b>Writing: Vocabulary, Grammar, Punctuation Use of Phrases and Clause</b>			
<b>0-3 years</b>	<b>3 - 4 years</b>	<b>Reception</b>	<b>At the end Reception</b>
<ul style="list-style-type: none"><li>Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</li></ul>	<ul style="list-style-type: none"><li>Use longer sentences of four to six words</li></ul>	<ul style="list-style-type: none"><li>Articulate their ideas and thoughts in well-formed sentences.</li><li>Connect one idea or action to another using a range of connectives.</li></ul>	<ul style="list-style-type: none"><li>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li></ul>



Writing: Vocabulary, Grammar, Punctuation Poetry and Performance			
0-3 years	3 - 4 years	Reception	At the end Reception
		<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul>	
<ul style="list-style-type: none"> <li>Start to develop conversation, often jumping from topic to topic.</li> <li>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</li> </ul>	<ul style="list-style-type: none"> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in story times.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> </ul>	
<ul style="list-style-type: none"> <li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories.</li> <li>Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>



Writing: Vocabulary, Grammar, Punctuation Non-Fiction			
0-3 years	3 - 4 years	Reception	At the end Reception
			<ul style="list-style-type: none"><li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li></ul>
	<ul style="list-style-type: none"><li>Engage in non-fiction books.</li><li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>	<ul style="list-style-type: none"><li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li></ul>	



**Writing Progression** for phonics using Letters and Sounds

0-3 months	3 - 4 years	Reception		
Phase 1	Phase 1	Phase 2	Phase 3	Phase 4
<p>Offered through the environment and adult engagement during play.</p> <ul style="list-style-type: none"> <li>Listening to and for sounds.</li> <li>Rhythm and rhyme</li> <li>Alliteration</li> </ul>	<p>Offered through the environment, adult engagement during play and adult led activities.</p> <ul style="list-style-type: none"> <li>Listening to and for sounds.</li> <li>Rhythm and rhyme</li> <li>Alliteration</li> </ul>	<p><b>Sounds taught:</b> s, a, t, p, l,n, m, d, g, o, c, k, ck, e, u, r ,h, b ,f ,ff ,l ,ll , ss</p> <p><b>Tricky words:</b> the, to, go ,no,</p>	<p><b>Sounds taught:</b> j, v, w ,x ,y, z, zz, qu ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p><b>Tricky words:</b> no, go, l, the, to, he, she, we, me, be, was, my, you, they, her, all , are</p>	<p>Recap all previous sounds.</p> <p><b>Teach reading:</b> said, so, he, we , me, be, have, like, some, come, was, you, were, little, one, they, all, are , do, when , out, what, my, her</p> <p><b>Read and write words with initial and/or final blends:</b> st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr</p>
		<p>As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters.</p>	<p>During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words. By now they should be able to recognise all these sounds and read them in words. They should also be able to experiment with spelling words such as rain, hear, hair, bee</p>	<p>When children start Phase Four of the Letters and Sounds phonics programme, they will know a grapheme for each of the 42 phonemes. They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them. Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling tricky words.</p>



Relevant Early Learning Goals - Handwriting	Year 1 National Curriculum Objective - Handwriting
<p><b>Physical Development: Fine Motor Skills</b></p> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li></ul> <p><b>Literacy: Writing</b></p> <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li></ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li><li>• Begin to form lower case letters in the correct direction, starting and finishing in the right place.</li><li>• Form capital letters.</li><li>• Form digits 0-9.</li><li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li></ul>
Relevant Early Learning Goals - Writing	Year 1 National Curriculum Objective - Writing
<p><b>Literacy: Writing</b></p> <ul style="list-style-type: none"><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>• Write simple phrases and sentences that can be read by others.</li></ul>	<p><b>Transcription Spelling</b> <b>Children should be taught to spell:</b></p> <ul style="list-style-type: none"><li>• words containing each of the 40+ phonemes already taught;</li><li>• Common exception words;</li><li>• days of the week.</li></ul> <p><b>Children should be taught to:</b></p> <ul style="list-style-type: none"><li>• name the letters of the alphabet in order;</li><li>• use letter names to distinguish between alternative spellings of the same sound;</li><li>• apply simple spelling rules;</li><li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;</li><li>• use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs;</li><li>• use the prefix un;</li><li>• use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).</li></ul>



**Composition**

**Write sentences by:**

- saying out loud what they are going to write about;
- composing a sentence orally before writing it;
- sequencing sentences to form short narratives;
- re-reading what they have written to check that it makes sense.

**As well as:**

- discuss what they have written with the teacher or other pupils;
- read aloud their writing clearly enough to be heard by their peers and the teacher.

**Vocabulary, Grammar and Punctuation**

**Children should develop their understanding of the concepts set out in English Appendix 2 by:**

- leaving spaces between words;
- joining words and joining clauses using and;
- beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark;
- using capital letter for names of people, places, the days of the week, and the personal pronoun I.

**Grammar Words**

- Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun.
- Suffixes that can be added to verbs where no change is needed in the spelling of the root words.
- Recognise how the prefix un- changes the meaning of verbs and adjectives.

**Sentences**



- How words can combine to make sentences.
- Joining words and joining clauses using 'and'.

**Text**

- Sequencing sentences to form short narratives.

**Punctuation**

- Separation of words with spaces.
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Capital letters for names and for the personal pronoun I.