

Writing Progression from EYFS to Year 1



To encourage willingness and desire to write, children need to be interested and motivated by many opportunities for purposeful writing. It is vital that between EYFS into the Year 1 National Curriculum, the quality and pace of learning is maintained to ensure children continue to make good progress. At St. John's RC Primary School, we are committed to ensuring the transition between the two curriculums is seamless, with the child's interests at heart. We have worked hard to ensure the aspects of the EYFS curriculum are transferable to that of the Year 1 curriculum, providing our children with learning opportunities to flourish.

From the Early Years, children are given opportunities to explore mark-making which develops into letter formations and sentence building. The Early Years leader ensures that the continuous provision is rich with opportunities to write for purpose and use writing to develop play. By term 6, Early Practitioners are focused on developing more able writers, with a specific focus on the excitement and achievement of being able to write. Writing opportunities enable these more able writers to explore:

- Adjectives
- Similes
- Simple time connectives (first, next, then and finally)
- How sentences can be joined with simple conjunctions (and, because)
- Question marks and exclamation marks

To ensure the continuation of progress from Early Years to Year 1, at St. John's, we ensure that findings from EYFS assessments inform the children's next steps during the autumn term of Year 1.

Both the Early Years leader and team work closely with the Year 1 team during the summer term to ensure children are prepared for the next step in their primary learning journey at St. John's with in-depth discussions and any targets are shared in order to move children forward. To ensure there are meaningful links between the Early Years and Year 1 curriculum, St. John's have adapted a progression of skills document below so that staff are aware of children's starting points and end points.

Progression of skills between EYFS and Year 1 (the red text indicates the Early Learning Goals):

EYFS	Year 1
<p>Transcription: Spelling</p> <ul style="list-style-type: none"> • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	<p>Transcription: Spelling</p> <p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> – words containing each of the 40+ phonemes already taught – common exception words – the days of the week name the letters of the alphabet: – naming the letters of the alphabet in order – using letter names to distinguish between alternative spellings of the same sound² – add prefixes and suffixes: – using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs – using the prefix un– – using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] – apply simple spelling rules and guidance, as listed in English Appendix 1 – write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
<p>Transcription: Handwriting</p> <ul style="list-style-type: none"> • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • <i>Children show good control and co-ordination in large and small movements.</i> • <i>They move confidently in a range of ways, safely negotiating space.</i> • <i>They handle equipment and tools effectively, including pencils for writing.</i> 	<p>Transcription: Handwriting</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> – sit correctly at a table, holding a pencil comfortably and correctly – begin to form lower-case letters in the correct direction, starting and finishing in the right place – form capital letters – form digits 0-9 – understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these
<p>Composition</p> <ul style="list-style-type: none"> • Begins to break the flow of speech into words. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. • <i>Children use their phonic knowledge to write words in ways which match their spoken sounds.</i> • <i>Write simple phrases and sentences that can be read by others</i> 	<p>Composition</p> <p>Pupils should be taught to write sentences by</p> <ul style="list-style-type: none"> – 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 – 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
<p>Vocabulary, Grammar, and Punctuation</p> <ul style="list-style-type: none"> • <i>They write some irregular common words.</i> • <i>They write simple sentences which can be read by themselves and others.</i> • <i>Some words are spelt correctly, and others are phonetically plausible.</i> 	<p>Vocabulary, Grammar, and Punctuation</p> <p>Pupils should be taught to 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 a capital letter and a full stop, question mark or exclamation mark – using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ – learning the grammar for year 1 in English Appendix 2 – use the grammatical terminology in English Appendix 2 in discussing their writing</p>