

## Progression of Writing Skills in EYFS

	Autumn	Spring	Summer
2-Year-Olds	<p>To join in with short dough gym sessions to develop fine motor control</p> <p>To make marks on tabletops to support core strength.</p> <p>Show an interest in mark marking-fingers, large apparatus, tools.</p> <p>Hold a tool with a fist palmer grip.</p>	<p>Distinguishes between the different marks they make.</p> <p>Use tweezers to pick up a small object.</p> <p>To develop hand-eye co-ordination through scooping/pouring and filling activities.</p>	<p>Imitate during simple shapes such as circles and lines.</p> <p>Make marks on a picture to stand for their name.</p> <p>Enjoy drawing freely using a range of tools.</p> <p>Notice some print such as familiar logo.</p> <p>Children to use a digital pronate grip.</p> <p>Use lacing cards to develop fine motor skills.</p>
Nursery	<p>Notice and talk about print in their environment such as their name, well known logos and labels with photographs such as on those on resources.</p> <p>Add some marks to their drawing which they give meaning to e.g. that says mummy.</p> <p>Explore mark making on a large scale both indoors and outdoors,</p>	<p>Begin to know that sounds in words are represented by a letter.</p> <p>Show interest in letters and sounds during phonic games.</p> <p>Make marks on their pictures which stand for their name.</p> <p>Use a pencil with increasing control to draw lines and circles.</p>	<p>Children to use a tripod grip when using a pencil with increasing control.</p> <p>Recognise and identify some letters of the alphabet in the environment and in stories, non-fiction texts etc.</p> <p>Children to be able to write their name and some letters accurately.</p> <p>Use some of their print and letter knowledge in their early writing e.g. writing a shopping list that</p>

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	<p>developing control over one handed tools.</p>	<p>Begin to form some letters in their name.</p> <p>Be able to follow and copy patterns to support letter formation.</p>	<p>starts at the stop of the page and write 'M' for mummy.</p> <p>To be able to break down a sentence into words and keep it in their head, asking an adult to record their ideas and beginning to read their own sentence back.</p>
Summer	<p>To be able to break down a sentence into words and keep it in their head.</p> <p>Use some of their print and letter knowledge in their early writing e.g. writing a shopping list that starts at the stop of the page and write 'M' for mummy.</p> <p>Children to be able to write their name and some letter accurately.</p> <p>Hear, say and write the sounds in words based on their phonic knowledge.</p> <p>Write phase 2 common exception words and read them back.</p>	<p>Begin to use capital letters and full stops with adult support.</p> <p>Begin to write simple captions and sentences that they can read back.</p> <p>Write phase 3 common exception words and read them back.</p> <p>Children to begin to write independently during child-initiated play.</p>	<p>Sit with the correct posture at a table for some time.</p> <p>Write for different purposes.</p> <p>Use 3 finger, tripod grip to hold writing tools.</p> <p>Write phase 4 common exception words and read them back.</p> <p>Form letters correctly in a pre-cursive style.</p> <p>Write simple sentences that can be read by others.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>

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Resources	<ul style="list-style-type: none"> <li>• Large wooden blocks</li> <li>• Chunky puzzles (animal shapes, knobs for gripping)</li> <li>• Stacking cups and rings</li> <li>• Posting boxes</li> <li>• Large small word figures</li> <li>• Chunky crayons and pencils</li> <li>• Large paintbrushes/ chunky fist Paintbrushes</li> <li>• Large paper to draw and paint on.</li> <li>• Chalk</li> <li>• Playdough (rolling, squeezing, pinching)</li> <li>• Water play with scoops, sponges, jugs</li> <li>• Sensory trays with rice, pasta, oats, or pom-poms Sensory play strengthens small muscles and supports dexterity</li> <li>• Large tweezers or tongs for sorting</li> <li>• Velcro boards (opening/closing)</li> <li>• Simple threading activities with large beads</li> <li>• Duplo</li> <li>• Mega Blocks</li> <li>• Large nuts and bolts toys.</li> </ul>	<ul style="list-style-type: none"> <li>• Smaller construction toys (Lego, Duplo, magnetic tiles)</li> <li>• Real child-safe scissors for cutting paper, card, and collage</li> <li>• Tweezers, tongs, and large pipettes for sorting and transferring</li> <li>• Threading beads and lacing cards</li> <li>• Playdough tools (rollers, cutters, presses)</li> <li>• </li> <li>• Mark making tools - chunky pencils, whiteboard pens, crayons, egg crayons available for the children who need them. Chunky paintbrushes</li> <li>• Puzzles with smaller pieces</li> <li>• Clothes pegs</li> <li>• Stickers, peeling and placing activities</li> <li>• Loose parts for picking up and arranging (pom poms, corks, beads, bottle tops)</li> <li>• Water and sand play-pouring, scoops.</li> </ul>	<ul style="list-style-type: none"> <li>• Hole punches, staplers (child-safe), and tape dispensers</li> <li>• Smaller construction sets: Lego, magnetic tiles</li> <li>• Writing tools: pencils, felt tips, chalk, handwriting pens, whiteboard markers.</li> <li>• Paintbrushes and paper</li> <li>• The size of the paintbrushes, paper and mark making tools will decrease during their reception year.</li> <li>• Fine paintbrushes for detailed painting</li> <li>• Scissors</li> <li>• Playdough and dough tools: cutters, rollers, shape presses, dough scissors</li> <li>• Dough disco - frequency decrease throughout the year</li> <li>• Tweezers, tongs, pipettes for sorting small objects (pom poms, beads, buttons)</li> <li>• Threading beads and lacing cards with smaller holes</li> <li>• </li> <li>• Hole punches, staplers, sticky tape dispensers, squeezy glue</li> <li>• Small nuts and bolts set and construction kits</li> </ul>
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<ul style="list-style-type: none"> <li>• Lift the flap books</li> <li>• Touch and feel sensory books</li> <li>• Popup books</li> <li>• Sponges for squeezing water</li> <li>• Clothes pegs</li> <li>• Large buttons or zips</li> <li>• Daily dough disco Large chalk for mark making on the ground</li> <li>• Water brushes and buckets for painting walls</li> <li>• Diggers, spades, and scoops in sand/mud</li> <li>• Tyres</li> <li>• Crates</li> <li>• Rolling down the hill</li> <li>• Crawling</li> <li>• Tummy time activities</li> </ul>	<ul style="list-style-type: none"> <li>• Children transporting water outdoors by carrying buckets, watering cans etc</li> <li>• Using large brushes and mops outdoors</li> <li>• Monkey bars</li> <li>• Climbing frame</li> <li>• Large equipment in the mud kitchen, spades</li> <li>• Dough disco</li> <li>• Pegs to Paper- Pattern Pursuit</li> <li>• Timmy time activities</li> <li>• Balance bikes</li> </ul>	<ul style="list-style-type: none"> <li>• Buttons, zips, fasteners for self-help and finger control</li> <li>• Stencils</li> <li>• Jigsaws with more pieces</li> <li>• Loose parts for arranging and picking up (shells, beads, corks, bottle tops)</li> <li>• Model making tools: clay tools, small rollers, palette knives (plastic)</li> <li>• Pegs to Paper- Early Years Exercise for Handwriting</li> <li>• Letter formation taught using Little Wandle Rhymes</li> <li>• Balance bikes</li> <li>• Scooters and trikes suitable for 4-5yearolds</li> <li>• Climbing frames, monkey bars, ladders</li> <li>• Balance beams, stepping stones, wobble boards</li> <li>• Large sports equipment:</li> <li>• Footballs</li> <li>• Bat and ball</li> <li>• Beanbags, quoits, hoops, cones</li> <li>• Parachute games</li> <li>• Skipping ropes</li> <li>• Obstacle course equipment: crates, planks, tyres, tunnels</li> </ul>
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