

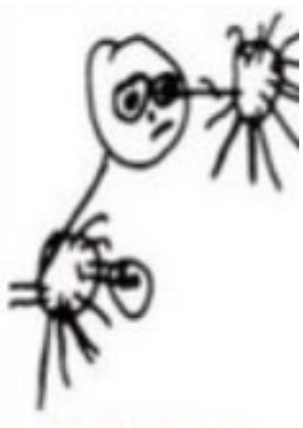



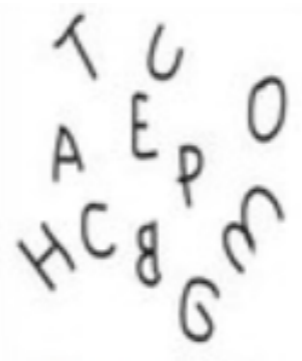

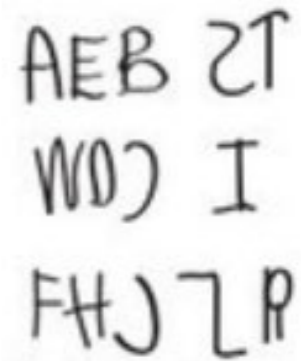
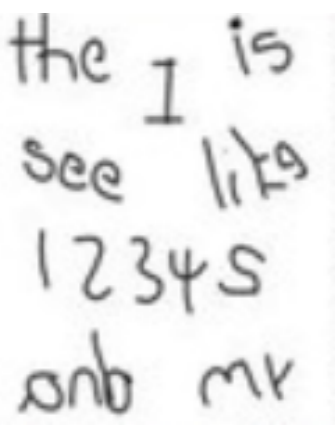

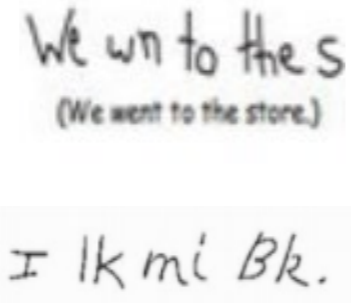

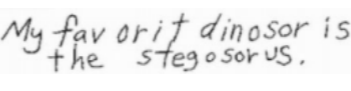
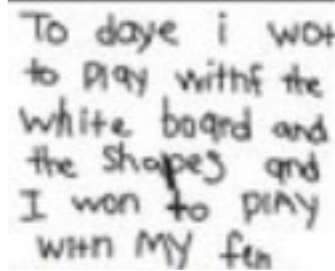
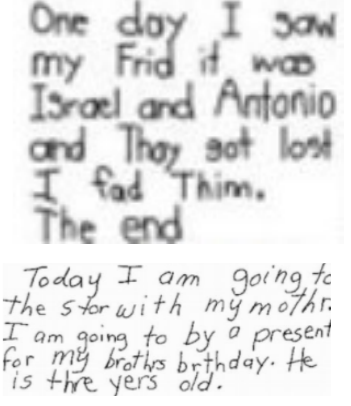


EYFS Continuous Provision Planning – Writing Area



Progression of Skills Map and Key Learning Opportunities

Pre-Phonemic Stage:

<p>Pictures</p>  <p>The picture tells a story to convey a message, as described by the child.</p>	<p>Random Scribbling</p>  <p>The starting point of the 'writing' begins at any point of the paper.</p>	<p>Scribble Writing</p>  <p>The writing is progressing from left to right to write. It is written in linear fashion to mimic real writing.</p>	<p>Symbols that Represent Letters</p>  <p>Letters and symbols are imitated.</p>	<p>Random Letters</p>  <p>Random letters are written with no true meaning and there is no relationship between the sounds written and what the child is saying.</p>	<p>Letter Strings</p>  <p>Letter strings progress from left to right and move down the page as the child 'reads' their writing.</p>	<p>Letter Groups</p>  <p>The letters are grouped and separated by spaces to resemble real words.</p>
<p>Early Phonemic Stage</p>	<p>Beginning Sounds Random and Initial Consonants</p>	<p>Initial and Final Sounds Appear</p>	<p>Vowel Sounds Appear and Evidence of Tricky Words</p>	<p>All Syllables Represented</p>	<p>Inventive Spelling</p>	<p>Multiple Related Sentences with Many Words Spelled Correctly</p>
 <p>There is an awareness of print in the environment, copied from the children's surroundings, without understanding what the words are.</p>	 <p>The beginning and ending letters are used to represent words.</p>	 <p>The beginning and ending letters are used to represent words. Children start to write simple sentences using tricky words and initial sounds.</p>	 <p>Medial sounds may initially be written as a consonant. Vowels begin to appear. Tricky words are used.</p>	 <p>The child hears the beginning, middle and ends sounds. Spaces between words.</p>	 <p>More sounds per word written, including the vowels. Some conventional spelling patterns may appear.</p>	 <p>Whole sentence writing develops. Some real spelling of words and spelling patterns appear. Punctuation is beginning to appear.</p>

Resources	Enhancements	Intended Experiences	Role of the Adult								
Plain paper Lined paper Coloured paper Shaped paper Textured paper Sugar paper Scrap paper Colouring pages Clipboards Notebooks Worksheets Pencil control sheets Writing pencils Colouring pencils Felt tips Gel pens Writing pens Crayons Chalks Rubbers Rulers Pencil sharpeners Writing prompts Drawing prompts Sound mats Word mats Tricky word mats Name tags Alphabet materials (textured, magnetic, etc.)	Fun pens (smelly pens, ones with characters on, fluffy pens, etc.) Sensory writing opportunities Sticky notes	<p>Encourage children to:</p> <p>Play alongside others, communicate and share ideas, negotiate and co-operate with each other.</p> <p>Think creatively about what they are writing and plan what they are doing.</p> <p>Make decisions about the resources they need.</p> <p>Handle and use resources, manage and organise resources, get things out and tidy away.</p> <p>Talk about what they are doing, describing their actions and writing, what they see happening, sharing their ideas, linked to language for thinking.</p> <p>Follow instructions.</p> <p>Encourage children to use the appropriate pencil grip for their learning stage:</p> <div data-bbox="955 846 1834 1388" data-label="Image"> <p style="text-align: center;">Pencil Grip Development</p> <p>The diagram illustrates the progression of pencil grips from infancy to early childhood. It is divided into four vertical panels, each showing a hand holding a pencil or crayon in a different way. Below each panel is a label for the grip and the corresponding age range.</p> <table border="1" data-bbox="955 1297 1834 1388"> <tr> <td>1—1 1/2 years</td> <td>2—3 years</td> <td>3 1/2—4 years</td> <td>4 1/2—7 years</td> </tr> <tr> <td>Cylindrical Grasp</td> <td>Digital Grasp</td> <td>Modified Tripod Grasp</td> <td>Tripod Grasp</td> </tr> </table> </div>	1—1 1/2 years	2—3 years	3 1/2—4 years	4 1/2—7 years	Cylindrical Grasp	Digital Grasp	Modified Tripod Grasp	Tripod Grasp	<p>Play alongside:</p> <p>Observe children and take note of their key interests.</p> <p>Respond to their requests and ideas.</p> <p>Suggest possibilities to extend their mark making.</p> <p>Consider additional stimulus and add this immediately if to hand or the following day/week.</p> <p>Write alongside children to take writing forwards, suggest ideas and show what's possible.</p> <p>Write alongside to model language, correct and/or extend vocabulary.</p> <p>Write alongside to model how to write and how to hold the pencil.</p> <p>Encourage children to experiment and test ideas.</p> <p>Raise Questions to stimulate ideas and add challenge:</p> <p>How many...?</p> <p>What do you think will happen if...?</p> <p>How could you...?</p> <p>Why does....?</p> <p>Language used linked to learning:</p> <p>Writing, formation, pencil control, direction, grip, mark making, letters, sounds, phonics,</p>
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