



Thurcroft Infant School EYFS Progression Document- Writing- Transition and Composition

Writing- Transition and Composition

	Milestone 1	Milestone 2	Milestone 3
FS1	<p>Transcription</p> <ul style="list-style-type: none"> I enjoy picking up and using a pencil or crayon. I enjoy making marks on paper. I am beginning to give meaning to the marks I make. I am beginning to follow pencil control lines. <p>Composition</p> <ul style="list-style-type: none"> I am beginning to join in with early language activities- singing, rhyming and phase 1 phonics. I am beginning to Listen to environmental and instrumental sounds. I am beginning to listen to and joining in with stories. 	<p>Transcription</p> <ul style="list-style-type: none"> I am beginning to draw with a purpose. I am beginning to hold my pencil with a dominant hand. I can give meaning to the marks I make. I am beginning to hear initial sounds in words. I am beginning to recognise rhyming words I can follow pencil lines with increasing control. I choose to mark make with a range of media. I am beginning to recognise own initial letter of name. I am beginning to write the initial letter in my name. I am beginning to orally blend and segment words. <p>Composition</p> <ul style="list-style-type: none"> I am continuing to develop skills in early language, singing, rhyming and phase 1 phonics. I can listen to and join in with stories with increasing attention. 	<p>Transcription</p> <ul style="list-style-type: none"> I can draw /mark make with a purpose in mind. I am beginning to use a tripod grip with the support of an adult. I am beginning to write some letters in my name with the support of my name card. I can orally blend CVC words. I can segment CVC words. I can identify the initial sound for objects. <p>Composition</p> <ul style="list-style-type: none"> I am continuing to develop skills in early language, singing, rhyming and phase 1 phonics. I can listen to and join in with stories with increasing attention.



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FS2	<p>Transcription</p> <ul style="list-style-type: none"> I am developing secure Phase 2 knowledge in phonics, spelling and writing. I am working towards a static tripod grip with some support/reminders. I can be writing my first name card as support. I can form some letters correctly - use mnemonics for support. I have an Awareness of early, simple features of sentence writing -not used independently. I am beginning to write dictated words and simple phrases. I can write some taught sounds in words e.g. dominant sounds in words/VC/CVC/VC. 	<p>Transcription</p> <ul style="list-style-type: none"> I have secure knowledge of Phase 2 and developing phase 3 knowledge in phonics, spelling and writing. I am advancing confidence towards a static tripod grip with less support in most cases I can write my name. I can write recognisable letters, most of which are correctly formed. I can write dictated words, simple phrases and sentences - for different purposes - linked to Phases 2 and 3 phonics. I can write the sounds I can hear in words. I am aware of how to use a full stop to finish my writing. I can use a capital letter to start my name. I can write some tricky words such as I, the, to, go, no, using a word mat for reference as needed. Increasing awareness of directionality in writing and return sweep. 	<p>Transcription</p> <ul style="list-style-type: none"> I have secure Phase 2-4 phonics knowledge in spelling and writing. I can use a tripod grip. I can use a return sweep in sentence writing with some independence. I am beginning to use finger spaces in between my words. I am beginning to use capital letters and full stops to demarcate sentence. I can form most letters correctly and consistently using agreed formation. I can write dictated words, simple phrases and sentences - for different purposes - linked to Phases 2-4 phonics using a simple conjunction and range of sentence starters. I can write some phase 2 and phase 3 tricky words, using a word mat for reference as needed. I am beginning to write sentences I have composed independently.
	<p>Composition</p> <ul style="list-style-type: none"> I am beginning to share my thoughts and ideas, speaking in sentences. I am beginning to put my thoughts and ideas into a sentence like structure. I am beginning to retell a simple story using pictures/map. 	<p>Composition</p> <ul style="list-style-type: none"> I can suggest a short phrase/sentence to write. I can retell a simple story using some story language. I can use my imagination to create a simple story/narrative/idea. 	<p>Composition</p> <ul style="list-style-type: none"> I can use my imagination to create a simple story/narrative/idea using some story language. I can retell a simple story including story features e.g. beginning, middle, end, story language.
<p>ELG- Children at the expected level of development will:</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others. 			