



The Mead Infant & Nursery School – Writing Subject Progression Tracker

GENRE COVERAGE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Exploration through messy play, mark making and tools	Exploration through messy play, mark making and tools - Large pre writing patterns	Meaningful marks - Creating and talking about pictures - Large pre writing patterns - Creating own stories verbally (Helicopter stories) - Prescriptions - Tickets	Meaningful marks - Story maps - Posters - Big name writing/ initial sound - Labelling pictures and designs - Creating own stories verbally (Helicopter stories)	Becoming a writer - Name writing - Making books - Labelling and designing - Posters - Creating own stories verbally (Helicopter stories)	Becoming a writer - Creating own stories verbally (Helicopter stories) - Map making - Labelling and designing - Posters
Reception	-Name writing -Initial Sounds -Helicopter stories (verbal and drawing) -Drawing and labelling who lives in the child's house	-CVC words -Using digraphs -Lists -Letters (Shopping lists, birthday cards, story sequencing, posters, letter to Santa)	-Captions -Labelling -Question writing -Postcards -Fact file	-Sentence writing -Recipes -Intro to story writing (beginning, middle and end)	-Story writing encompassing vocab and conjunctions	-Non fiction writing (minibeast fact files)
Year 1	-List writing -Menu writing -Instructions (All based on core texts)	Story writing (based on a familiar text)	-Non fiction: labelling and captions -Non chronological report -Setting description	-Descriptive writing -Letter writing -Short narrative -Instruction writing	-Recount -Short narrative -Story writing	-Leaflets (non chronological report) -Setting description -Persuasive letter writing



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Year 2	<ul style="list-style-type: none">-Description-Recount-Fact file-Story writing	<ul style="list-style-type: none">-Diary writing-Story writing-Poetry	<ul style="list-style-type: none">-Description-Story writing-Dictionary skills-Thesaurus skills-Sentence types (comic strip)	<ul style="list-style-type: none">-Fact file-Story writing-Recount-Poetry (for poetry week)-Instructions	<ul style="list-style-type: none">-Non-chronological report-Persuasive letter and motivational speech-Diary writing-Newspaper article	<ul style="list-style-type: none">-Instructions-Recount
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	Nursery <i>Birth to three</i> Three and Four Year Olds	Reception	Year 1 National Curriculum	Year 2 National Curriculum
Transcription	<ul style="list-style-type: none"> • Sometimes gives meaning to their drawings and paintings • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Write some or all of their name. • Shows interest in letters in the environment, identifying the initial letter of their own name and other familiar words 	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. 	<p>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 <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • 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>Spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply 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, common exception words and punctuation taught so far.



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Handwriting (See also Physical development)	<ul style="list-style-type: none">• <i>Enjoy drawing freely</i>• Use large-muscle movements to wave flags and streamers, paint and make marks.• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Use a comfortable grip with good control when holding pens and pencils.• Shows a preference for a dominant hand.• Write some letters accurately.	<ul style="list-style-type: none">• Begins to use anticlockwise movement and retrace vertical lines• Begins to form recognisable letters independently• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed• Develop the foundations of a handwriting style which is fast, accurate and efficient.	<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 <p>understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<ul style="list-style-type: none">• form lower-case letters of the correct size relative to one another• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters• use spacing between words that reflects the size of the letters.
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Composition	<ul style="list-style-type: none">• Enjoys mark making and early writing in their play• Makes up stories, tells helicopter stories, through play scenarios, and drawings in response to experiences, such as outings or imagination	<ul style="list-style-type: none">• Links statements and sticks to a main theme or intention.• Articulate their ideas and thoughts in well-formed sentences.• Describe events in some detail.• Use talk to help work out problems and organise thinking and activities.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Re-read what they have written to check it makes sense.• Develop storylines in their pretend play, role play and, helicopter stories using past experiences, known stories and imagination.	<p>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>Write for a purpose, with their reader in mind.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none">• writing narratives about personal experiences and those of others (real and fictional)• writing about real events• writing poetry• writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none">• planning or saying out loud what they are going to write about• writing down ideas and/or key words, including new vocabulary• encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none">• evaluating their writing with the teacher and other pupils• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]• read aloud what they have written with appropriate intonation to make the meaning clear. <p>Write for a purpose, with their reader in mind.</p>
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Vocabulary, punctuation and grammar	<ul style="list-style-type: none">• When speaking, begin to use more complex sentences to link thoughts (e.g. using <i>and</i>, <i>because</i>)• Able to use language in recalling past experiences• Beginning to use word endings (e.g. <i>going</i>, <i>cats</i>)• Beginning to use a range of tenses• Use longer sentences of four to six words.• To use new vocabulary when telling stories	<ul style="list-style-type: none">• Learn new vocabulary and use new vocabulary in different contexts.• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives.•	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• use the grammatical terminology in English Appendix 2 in discussing their writing.	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none">• learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none">• sentences with different forms: statement, question, exclamation, command• expanded noun phrases to describe and specify [for example, the blue butterfly]• the present and past tenses correctly and consistently including the progressive form• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)• the grammar for year 2 in English Appendix 2• some features of written Standard English <ul style="list-style-type: none">• use and understand the grammatical terminology in English Appendix 2 in discussing their writing.



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Fine Motor Progression

Nursery	Reception
<ul style="list-style-type: none">• Use large muscle movements to wave flags and streamers• Creates lines and circles pivoting from the shoulder and elbow• Uses hand and fingers to manipulate objects such as turning pages in a book, clothing and every day objects using hands together.• Use one-handed tools and equipment, for example, making snips in paper with scissors.• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons• Use a comfortable grip with good control when holding pens and pencils.• Show a preference for a dominant hand.	<ul style="list-style-type: none">• Uses simple tools to effect changes to materials• Handles tools, objects, construction and malleable materials safely and with increasing control and intention• Begins to use anticlockwise movement and retrace vertical lines• Begins to form recognisable letters independently• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed• Develop the foundations of a handwriting style which is fast, accurate and efficient.

Pencil Grip Progression

1



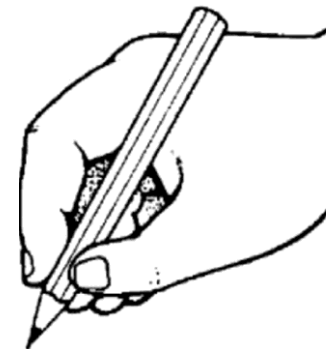
2



3



4





Cutting Progression



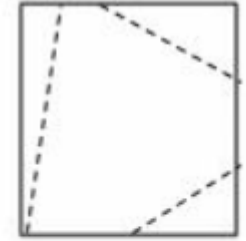
Ripping paper with two hands



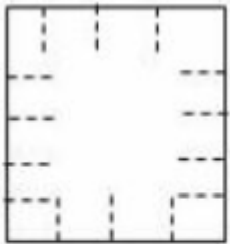
Use snippy scissors first upside down and then after support, correctly with thumb on top.



Uses two hands to open and close scissors.



Chops scrap paper into smaller pieces.



Makes snips into the edges of paper.



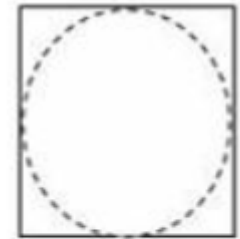
Cuts fairly straight lines across paper.



Holds scissors using thumb and one finger.



Cuts angles.



Cuts curves and circles.



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Drawing progression

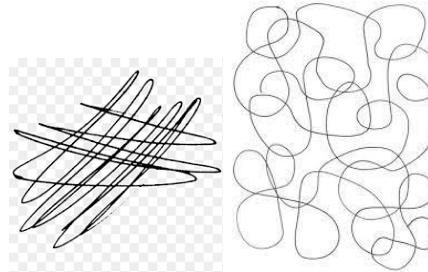
Strengthen upper body- crawl, climb, wheelbarrow, race, wash windows, fly kites, Simon says, action songs.



Messy play- strengthen arms with both hands moving and squeezing.



Scribbles made with lines, then lines and enclosed spaces.

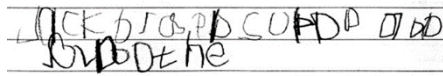
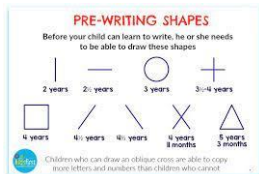


Finger isolation activities- finger painting, finger action songs

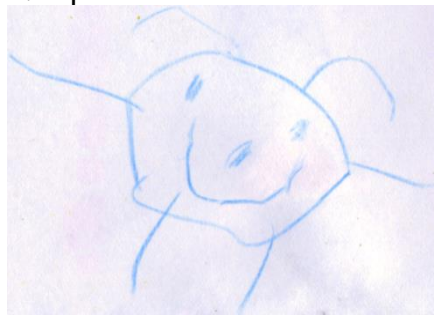
Pincer grip activities- peg boards, geoboards, threading.



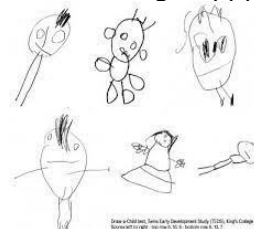
Marks including pre-writing shapes- dots, vertical lines, horizontal lines and circles.



Oversimplified representation of a person.



Simple representation of a person with a head, body, arms, and legs showing a range of emotions eg happy/ sad.



Begin to look closely at objects, animals and people and add key features to their drawing.

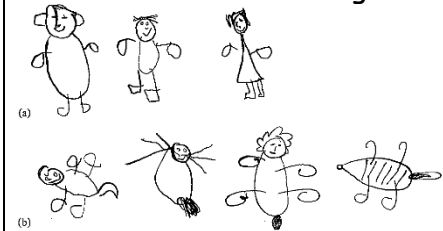
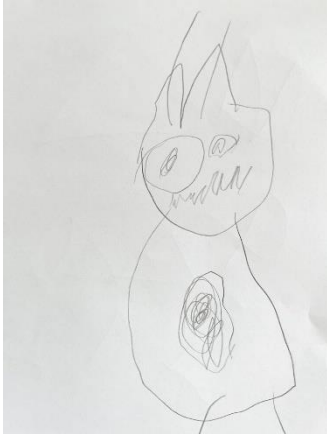


Figure 9. Pre-writing developmental course of the course of hand for the 10000. (a) 70



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Marks including more complex pre-writing shapes- crosses, zig-zags, rectangles, squares and triangles.



Simple pictures of familiar objects using shapes beginning to choose colours for the purpose.



More detailed representation of a person.



Selects colours for a purpose and use appropriate patterns when creating observational drawings of simple objects, animals and people.



More complex representations of multiple objects. Colours chosen for the purpose.



Create detailed observational drawings with accurate shapes, colours and patterns.





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