

Literacy Writing – Progression Map

	Begins to understand the cause and effect of their actions in mark making	
	Can move fingers in isolation	
	Make marks using sticks and other natural objects	
	Trace marks on a surface	
	Can use thumb as a stability point	
Nursery Pacer Autumn 1	Enjoys the sensory experience of making marks (on different textures)	
	Knows that the marks they make are of value	
	Enjoy drawing freely	
Nursery Pacer Autumn 2	Distinguishes between the different marks they make	
	Imitates adults' writing by making continuous lines of from left to right	
	Can copy straight vertical and horizontal lines	
Nursery Pacer Spring 1	Give meaning to marks	
	Can draw a circle	
	Use a combination of lines, circles and curves	
	Use a comfortable grip with good control when holding pens and pencils.	
	Imitates adults' writing by making lines of shapes and symbols (early writing) from left to right	
Nursery Pacer Spring 2	Can imitate / copy a + shape	
	Add some marks to their drawings	
	Can draw a square	
	Can or copy diagonal straight lines	
	Make marks on their picture to stand for their name.	
Nursery Pacer Summer 1	Show a preference for a dominant hand	
	Can imitate / copy a x shape	
	To write from left to right	
	Use letter type shapes	
	Use some of their print and letter knowledge in their early writing	
	Use clearly identifiable letters to communicate meaning	
	Break the flow of speech into words	BAR – Representing with symbols AR – Real letters, recognisable shapes AAR – (consider different wait if can do)
Nursery Pacer Summer 2	Attempt to write most of the letters in our name	BAR – Representing with symbols AR – Real letters, recognisable shapes AAR – (consider different wait if can do)
	Write our own name	BAR - Dotted or highlighted name for child to go over AR – Name written to copy (or some letters) AAR – no support from memory Ext – Surname (prompt if needed)
	Identify words that rhyme	BAR – Oral with objects (photo) AR – Pictures of 6 objects with same word endings (and only two link) AAR – printed words that have different word endings but still rhyme

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	Write from left to right	BAR – Scaffold to write on, less room to write or Dot or arrow showing where to start AR – Two lines, to know when they reach the end of the line to start from the right on the next line.
Reception Pacer Autumn 1	Hear and say the initial sound in words	BAR – Hearing initial sounds. Phase 2 sounds printed at top AR – Hearing initial and finding it on a sound mat to copy AAR - without a sound mat (or hear all sounds in word)
	Link sounds to their letters	BAR – Matching objects, letters and pictures. Linking the initial sounds to the letter, which phase phonics sounds AR – Sounds currently being learnt prompts
	To form a full sentence	BAR – verbally first, then some of sentence. photo of them doing practically AR – finger space picture reminder AAR – suggested connectives along top to choose from
	Write a caption	BAR – Write initial sounds/cvc words, captions with missing words, can children fill in the missing words/missing initial sound AR – Segment words to write, write words with a digraph AAR – Words with more than 1 digraph Vocabulary – Key words from story
	Use phonic knowledge to write speech	
Reception Pacer Autumn 2	Represent sounds correctly and in sequence	BAR – picture of word with dash in place of initial sounds. Phase 2 sounds at top AR- cvc words, (3 dashes for first one if necessary). segmenting stamp / prompt AAR - CVCC and phase 3/5 digraphs
	Spell words by identifying sounds in them and representing the sounds with a letter or letters	BAR – picture of word with dash in place of initial sounds. Phase 2 sounds at top AR- cvc words, (3 dashes for first one if necessary). segmenting stamp / prompt AAR - CVCC and phase 3/5 digraphs
Reception Pacer Spring 1	Segment the sounds in simple words	
	Write some irregular common words (Tricky words)	BAR – phase 2 tricky words in a matching activity AR- phase 3 tricky words on top (highlight if knew) AAR – No tricky words given. Ext - Phase 4 or 5 tricky words along top (highlight those known)
	Use new vocabulary in a sentence	BAR – Given word to repeat and verbally put into sentence AR – put (given) new vocab into a written sentence AAR – Recall recently introduced vocab
	Write a sentence	BAR – verbally first, then some of sentence. photo of them doing as prompt AR – prompts of finger space, phonic mat

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		AAR – Tricky words spelt correctly (prompt where needed)
	Identify punctuation	BAR – Children to work with large scale words/finger space (photo evidence) AR – To fill in missing punctuation in sentences AAR – Write their own sentences including punctuation
	Use punctuation appropriately	BAR- match lower case to their capital AR- 'I' and start of sentence AAR- full stops and capital letters extension- exclamation marks (and full stops and capitals)
	Write instructions Write instructions in sequence	BAR – To recall what needs to happen first, (Picture prompts, more for next part) AR – numbered points frame, Sequence first, next and last AAR – write numbers and sentences in correct order
	To sequence a story	BAR – To recall a part of the story, draw a picture from the story (Picture prompts for next part) AR – Sequence the beginning, middle and end of the story AAR – To sequence all parts of the story
	To use features of a letter	BAR – fill in address and own name AR – write To (addressee), from and own name AAR – address / date in corner
	To write a list	BAR – Pictures to stick in and label AR – Scaffold of a shopping list AAR – To use bullet points to write a shopping list
Reception Pacer Spring 2	Writes consistently on the lines with good letter size	BAR – large lines, highlighted where necessary AR – prompts of letter formation /direction AAR – Smaller lines with correct formation
	To use story language	BAR – To use simple story language verbally (Have some examples) AR – To use simple time openers next, then AAR – To use more adventurous vocabulary e.g. suddenly, adjectives
	Write a caption	BAR – Write initial sounds/cvc words, captions with missing words, can children fill in the missing words/missing initial sound AR – Segment words to write, write words with a digraph AAR – Words with more than 1 digraph
	Write a recount	BAR – verbally first, then some of sentence. photo of them doing as prompt AR – prompts of finger space, full stops at top, AAR – use time language such as first, after that etc

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	To use different openers	BAR – To use different openers verbally (have some examples) AR – Time openers AAR – Alternative openers e.g. On Thursday morning..., starting with speech etc.
	To use conjunctions in a sentence	BAR – Verbally on a small world AR – Use and/because AAR – Use and/because/so/but
	Write consistently on the lines with good letter size	
Reception Pacer Summer 1	Form letters correctly with a pincer grip	BAR – pencil grip given AR – prompts of grip, letter formation /direction AAR – Smaller lines with correct formation
	Write recognisable letters, most of which are correctly formed	BAR – pencil grip given AR – prompts of grip, letter formation /direction AAR – Smaller lines with correct formation
	Use adjectives appropriately	BAR – Given adjectives to repeat and verbally put into sentence AR – put (given) adjectives into a written sentence AAR – Recall recently introduced adjectives
	Use rhyming words	
	Use comparing sentences (e.g. faster than a rocket)	BAR – selection of two parts to match up AR – Given first part and blank to finish AAR – create their own
	Edit a piece of work / 'Publish' a piece of work	BAR – pre-highlight parts that need to change or be added in AR – highlight with a peer, then make changes AAR – identify improvements themselves then write up 'best'
Reception Pacer Summer 2	Write simple phrases and sentences that can be read by others	