

EYFS Writing Progression Map

Writing High Frequency Word Tracker

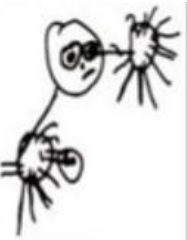

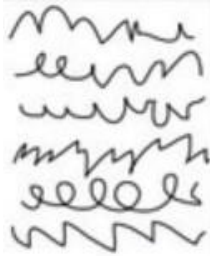

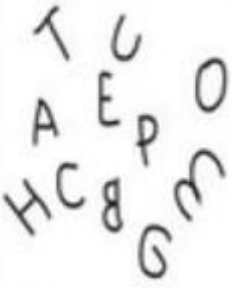

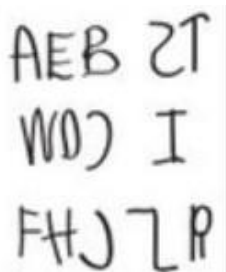
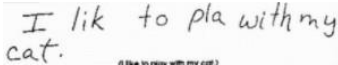
Set 1	Set 2	Set 3	Set 4	Set 5
the	was	that	what	not
and	you	with	an	then
a	they	all we	out	if
to	on	can	this	go
said in	she is	are	have	little
he	for	up	went	as
I of	at	had	be	no
it	his	my	like	mum
	but	her	some	one
			so	them

WRITING RWI Tracker

Set 1					
m a s d t	i n p g o	c k u b	f : l h sh	r j v y w	th z ch qu x ng nk
Set 2					
ay ee igh	ow oo oo	ch sh th ng	ar or air	ir ou oy	

Writing sounds, ordering sounds, sentence writing

I can write my name	I can write some recognisable letters when I write	I am working on representing some sounds in order when I sound out	I can write initial and end sounds	I can write cvc words using set one sounds I am starting to write set one tricky words	I can write cvc words using some digraphs. I am starting to write set two tricky words	I can write simple captions lists to match a picture	I can write a simple sentence using my phonic knowledge and knowledge of tricky words	I am starting to use a full stop. I can reread what I have written.	I am starting to use some finger spaces between my words. I am forming my letters correctly. I am starting to use capital letters.	My writing can be read by others. Some words are spelled correctly and others are phonetically plausible I can spell many HFW words.
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Pre Phonemic Stage						
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters	Letter Strings	Letter groups
						
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols		Letter strings move from L to R and move down the page	Separated by spaces to resemble different words
Early Phonemic Stage	Letter name Stage		Transitional Stage			
Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words.		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears beginning, middle and end sounds.	Whole sentence writing develops.	