








FS1			
	Step 1	Step 2	End of FS1
Fine Motor Progression including handwriting skills	<p>Scribbles made of lines Scribbles made of lines and enclosed shapes.</p> 	<p>Marks including simple pre-writing shapes.</p> 	<p>Simple representation of people.</p>  <p>Shows a preference for a dominant hand. Introduction of dough disco to build muscle strength.</p>
Transcription - Spelling	<p>Add some marks to their drawings, which they give meaning to. For example: That says mummy.</p>	<p>Make marks on their picture to stand for their name. Mock handwriting and mock letters.</p>	<p>Write letter strings. Write some or all of their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately.</p>
Transcription - Handwriting	<p>Scribbles made of lines.</p>	<p>Imitate and copy patterns such as dots, straight lines, curved lines, swirls, 'castle tops' and cross shapes. Use the language of letter formation including: down, up and around, forward, backwards, curve, straight, across</p>	<p>Begin to form some or all of the letters in their name correctly. Shows a preference for a dominant hand. Use the language of letter formation including: down and up, forward, backwards, curve, straight, across, up and over, flick, curl, corner, arch, bottom, top, zig and zag, frog jumps, diagonal lines</p>
Text structure	<p>Repeat words and phrases from familiar stories.</p>	<p>Begin to take part in whole class story telling</p>	<p>Begin to understand beginning, middle and end. Know lots of rhymes, talk about familiar books and tell a long story</p>
Sentence structure	<p>Use sentences of 4-6 words Know lots of rhymes.</p>	<p>Use conjunctions e.g. and, or, because. Use future and past tense. Be able to express a point of view.</p>	<p>Talk about familiar books and tell a long story. Be able to debate when they disagree using words and/or actions.</p>
Suggested texts	<p>Odd Dog Out Lost and found Rocking in my School Shoes</p>	<p>Goldilocks and the Three Bears The Gingerbread man The Three Billy Goats Gruff</p>	<p>We're Going on a Bear Hunt Six Dinner Sid Grumpy Frog</p>

Borrow Wood Primary School – Progression Map for Writing – FS1-FS2



	Room on the Broom Jesus’s Christmas Party All Are Welcome Happy Diwali Mr Men and Little Miss	Jasper’s Beanstalk The Hungry Caterpillar Perfect Fit Only You	Poems Out Loud Here We Are Mr Big Dear Zoo
FS2			
	Autumn	Spring	Summer
Fine Motor Progression including handwriting skills	<p>Marks include more complex pre-writing shapes.</p>  <p>Handwriting practice through the Little Wandle scheme daily.</p>	<p>Handwriting practice in letters families (Spring 2) at least twice a week.</p> <p>More detailed representation of people. Detailed pictures of other objects using shapes.</p> 	<p>Handwriting practice in letters families at least twice a week. A focus on capital letters also in Summer 2).</p> <p>Begin to show accuracy and care when drawing. More detailed representation of multiple objects. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Good posture when sitting at the tables means feet on the floor, bottom to back of chair and forearms resting on table. Good posture when sitting on the floor means legs crossed, shifting weight to hips and placing belly over hips. Specific teaching for left-handers.</p>
Transcription - Spelling	<p>Invented spelling – write the first and last letter/sound which signifies the whole word.</p>	<p>Spell three letter and four letter words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple captions and phrases by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Spell phase 2 sight words correctly. Dictated sentences – at least twice a week.</p>	<p>Write short sentences using known letter-sound correspondences.</p> <p>Spell phase 2 and 3 sight words correctly. Say a sentence, write and read it back to check it makes sense. Dictated sentences – at least twice a week.</p>

Borrow Wood Primary School – Progression Map for Writing – FS1-FS2



<p>Transcription - Handwriting</p>	<p>Learn how to write the letters using the language of letter formation from Little Wandle. Skywrite letters first then children introduced to smaller and more controlled writing , e.g. use of whiteboards.</p>	<p>Use knowledge of handwriting families to remember the starting points and subsequent movements of letters.</p>	<p>Begin to form lowercase and capital letters correctly. Write recognisable letters, most of which are correctly formed.</p>
<p>Punctuation and Grammar</p>	<p>Introduction to capital letters and full stops through the use of stories, poems, story maps, letters etc</p>	<p>Understand when to use capital letters and full stops. Introduction to question marks and exclamation marks through the use of stories, poems, story maps, letters etc</p>	<p>Begin to use capital letters, finger spaces and full stops when writing sentences. (Development Matters) Re-read what they have written to check it makes sense. Break the flow of speech into words.</p>
<p>Text structure</p> <p>Throughout the year children will write; names, labels, captions, lists, messages, facts, simple instructions, simple recounts and poems.</p>	<p>During teacher led and child initiated learning, children will write labels, captions, lists and messages.</p> <p>Children listen to and join in with simple poems.</p> <p>All children take part in whole class story re-telling using a story map. Children re-tell a known story using their own language and vocabulary from the story.</p>	<p>During teacher led and child initiated learning, children will write labels, captions, lists and messages.</p> <p>Children listen to and join in with simple poems.</p> <p>Recount writing – Learn and retell simple recounts. Children learn that recounts: Retell experiences in sequence. Use the past tense and adverbials of time.</p> <p>Persuasion writing – orally persuade another person to do something Give oral explanations e.g. their or another’s motives from stories shared; why or how they can persuade or be persuaded.</p>	<p>During teacher led and child initiated learning, children will write labels, captions, lists and messages.</p> <p>Instruction writing – learn and re-tell simple instructions. Children to learn that instructions use: A title Adverbials of time Short, clear direct sentences Imperative (bossy language) To write simple sentences using imperative verbs, e.g. put, get</p> <p>Non-chronological report writing Describe something/someone (possibly after drawing it them). Develop the description in response to prompts or questions (What does she like to eat? Has she a favourite toy?) Write sentences that can be read by themselves and others.</p>



		<p>Communicate ideas through simple written sentences e.g. please don't break my model, please can I have...</p> <p>Discussion writing Experience and recognise that others sometimes think, feel and react differently from themselves. Listen and respond to ideas expressed by others in discussion. Communicate opinions through simple written sentences e.g. I hope...I like...I wish... Use the personal pronoun I in discussion In discussion use joining words such as and, but, because to begin exploring thinking further</p>	<p>Explanation writing Talk about why things happen and how things work; ask questions and speculate. Give oral explanations. Develop their own explanations by connecting ideas and events. Use labels and captions on simple diagrams.</p> <p>Narrative Retell a story orally that has a beginning, a middle and an end. Write a sentence to describe a character or a setting.</p> <p>Poetry Children listen to and join in with simple poems. Add a simple phrase to innovate a well-known poem.</p>
Sentence structure	Know what a sentence is and where we would find them.	Know what repetition in description is. Use repetition in description during whole class retelling of a story.	Know what a conjunction is. Use simple conjunctions during whole class story retelling. Begin to use conjunctions when writing.
Suggested texts	<p>The Colour Monster Whatever Next! Peepo Giraffe's Can't Dance Room on The Broom The Way Back Home How to Catch a Star The Nativity Peepo Non-Fiction Diwali Celebrate the world It starts with a Seed The Big Book of Family Let's Look at Winter</p>	<p>Goldilocks Eat Your Greens The Big Dark The Runaway Wok Dogger Have You Filled a Bucket Today? The Extraordinary Gardener Mr Gumpy's Outing</p> <p>Non-Fiction Celebrate Chinese New Year Where Does my Food Come From? Spring What if? One Child One seed</p>	<p>We're Going on a Bear Hunt We're Going on a Lion Hunt Handa's Surprise Mrs Armitage on Wheels Cars Galore The Little Engine That Could The Journey Naughty Bus Prince Biffer</p> <p>Non-Fiction Cars, Trucks and Things That Go The Big Book of Wheels Let's Look Inside – Vehicles</p>

Borrow Wood Primary School – Progression Map for Writing – FS1-FS2



	<p><u>Poetry by Michael Rosen</u> Oh Dear Lunchtime</p>	<p><u>Poetry</u> Oi Dog Oi Frog</p>	<p>Castles</p> <p><u>Poetry</u> Rhymes from Around the World The Ferry Boat A Great Big Cuddle – Michael Rosen</p>
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