

Knowledge, skills and understanding progression map

Writing

	M1-M3 (Engagement Model)	M4	M5	M6	M7	M8	M9
Composition	Engagement Model Descriptors		Experiences adult writing for a variety of purposes.	Names what they are drawing or what they have drawn even if the picture is not recognisable. Suggests familiar words/symbols to complete a sentence when an adult pauses.	Writes a caption for an image using signs, symbols and letter shapes mediated by an adult. Suggests appropriate words to use in shared writing. Attempts to read over their own work with adult support.	Suggests an appropriate clause to complete a sentence that is said out loud. Dictates short, relevant phrases for pictures. Makes up phrases or short sentences to express their thoughts aloud about stories or their own experiences.	Contributes own ideas to group work or when asked to brainstorm. Make up their own sentences and say them aloud, with adult support. Write down one sentence they have orally rehearsed. Writes a caption or short phrase using the graphemes that they already know. Identifies some different uses for writing e.g. letter, list, diary. Writes a list for a purpose. Uses appropriate vocabulary when dictating text for an image or diagram. Is able to use key words appropriately to label an image or diagram.
Vocabulary, grammar and punctuation					Uses some familiar words with some letters formed correctly.	Sometimes uses lower and upper case letters correctly in their own name. Begins to leave spaces between letters, images and symbols to initiate	Occasionally will use a capital letter for both first and last names. Consistently leaves spaces between words. Sometimes use a full stop

						<p>separate words.</p>	<p>in own writing.</p> <p>Begins to recognise a question mark. Begins to recognise an exclamation mark.</p> <p>Recognises that we use a capital for a personal pronoun 'I'.</p> <p>Understands that capital letters are used for the names of places.</p> <p>Understands that capital letters are used for the day of the week.</p>
<p>Transcription and spelling</p>		<p>Makes marks on paper with finger paints.</p> <p>Makes marks with fat pencil, crayons or felt tip.</p> <p>Makes marks in play dough with fingers or tools.</p>	<p>Paints/draws on a vertical surface.</p> <p>Adds own marks to an image or piece of work.</p>	<p>Adds facial features to a pre-drawn circle.</p> <p>Adds arm or leg to incomplete person.</p> <p>Attempts to use writing in role play or play based activities.</p> <p>Prints lower case letters - large, single, anywhere on the paper.</p>	<p>Draws simple recognisable pictures - house, person, tree</p> <p>Draws a person with head, trunk and 4 limbs.</p> <p>Identifies or writes 10+ graphemes after hearing the corresponding phoneme,</p> <p>Able to group letters to begin to form whole words.</p>	<p>Writes all letters from their own name in the correct sequence.</p> <p>Writes initial letter of familiar word e.g. naming /b/ for ball.</p> <p>Prints recognisable letters of two word phrases when labelling pictures e.g. mummy's house /m...s h/, daddy's car /d..d.. c./</p> <p>Is able to put down letters on screen or paper using groups of letters to imitate a whole word.</p> <p>Identifies or writes 20+ graphemes after hearing the corresponding phoneme.</p>	<p>Consistently uses the correct initial letter of a word.</p> <p>Identifies or writes 40+ graphemes on hearing corresponding phonemes.</p> <p>Writes some recognisable CVC, CCVC and CVCC words.</p> <p>Can spell some common exceptions words. E.g. I, the, he, said, of.</p>

<p>Motor skill development including Handwriting</p>		<p>Takes weight through arms when rolled forward over large ball (shoulder strength and stability)</p> <p>Crawls through tunnels (shoulder stability/strength)</p> <p>Scribbles to and fro with marker / pencil copying an adult.</p> <p>Makes circular scribble copying an adult.</p> <p>Begins to use dagger, pincer or tripod grip.</p>	<p>Bats balloon with flat hand.</p> <p>Makes swirling patterns with ribbons.</p> <p>Draws a vertical line in imitation.</p> <p>Draws a horizontal line in imitation.</p> <p>Draws a circle in imitation.</p> <p>Draws a cross in imitation.</p> <p>Begins to use a tripod grip using the whole arm to control the movement.</p> <p>Picks up a writing tool independently.</p>	<p>Draws a V stroke in imitation.</p> <p>Draws a diagonal line from corner to corner on a 10cm square piece of paper.</p> <p>Draws a series of connected V strokes VVVVVV in imitation.</p> <p>Draw a square in imitation.</p> <p>Overwrites patterns using a variety of tools.</p> <p>Demonstrates use of a preferred hand.</p>	<p>Draws a triangle in imitation.</p> <p>Forms correctly 10+ graphemes.</p> <p>Continues to use a tripod grip in preferred hand.</p>	<p>Can hold a writing tool correctly.</p> <p>Positions paper correctly.</p> <p>Confidently copy writes.</p> <p>Forms correctly most of 20+ graphemes.</p> <p>Understand how text is arranged on a page eg. from left to write.</p>	<p>Begins some letters in the correct direction.</p> <p>Forms most lower case letters correctly from 40+ graphemes..</p> <p>Writes some upper case letters correctly.</p> <p>Begins writing on the left hand side of the page.</p>
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