



WRITING CURRICULUM

EYFS Progression

Knowledge | Skills | Vocabulary | Nursery to Reception

Purpose of this document

This document sets out how children's writing knowledge, skills and vocabulary develop from Nursery to Reception at Park Road Academy. It extracts the EYFS writing targets from the whole-school English progression, supported by relevant language, print and phonological awareness objectives. Added teaching examples clarify progression and build foundations for writing in Year 1.

EYFS curriculum position

Literacy: Writing, supported by Communication and Language and Physical Development

Writing grows from talk, meaningful experiences, stories and an understanding that print carries meaning. Children develop ideas orally, learn how sounds are represented by letters and build the physical control needed to write. Adult modelling, guided practice and purposeful writing in play work together. Phonics and letter formation follow the school's agreed teaching sequence.

Progression principles

EXPLORE & PLAY	REVISIT & DEEPEN	MODEL & TALK	VALUE INDIVIDUALITY
Children give meaning to marks and write for real purposes through role play and experience.	Talk, sounds, letters and composition recur so confidence and independence grow over time.	Adults say ideas aloud, demonstrate writing and explain choices before children practise.	Value children's ideas and adapt tools, language and support to their stage of development.

Curriculum strands

Talk & Vocabulary	Meaning & Purpose	Sounds & Spelling	Letter Formation	Composition	Rereading & Reflection
-------------------	-------------------	-------------------	------------------	-------------	------------------------

Key vocabulary is indicative rather than exhaustive. Model new language in context and encourage children to talk about their ideas, hear sounds in words, explain their marks and read back their writing.



EYFS Writing Curriculum Map

Teaching focuses, writing opportunities and progression emphasis

How the map should be used

The source gives Nursery targets rather than half-term units. This suggested sequence organises those targets and adds practical examples. Revisit all strands through play, stories and daily provision; adapt the pace to children's experience and readiness. It is not a fixed phonics timetable.

Nursery

Half term	Suggested focus	Core writing experiences	Progression emphasis	Links to strands
Autumn 1	Making marks with meaning	Explore large and small mark-making tools; talk about pictures and marks. Share songs, rhymes and familiar books; use talk to organise play and communicate an idea.	Understanding marks can carry meaning; building vocabulary and confidence; developing hand control.	Talk; Meaning; Formation
Autumn 2	Names and purposeful print	Notice names, labels and signs. Make cards, messages and pretend lists in play; begin to use familiar letters. Explore writing some of their name when ready.	Recognising purposes for print; linking marks to an intended message; noticing familiar letter shapes.	Purpose; Formation; Composition
Spring 1	Stories, sounds and ideas	Talk about familiar stories and retell events through play. Spot and suggest rhymes, clap syllables and notice words with the same initial sound; make marks for story ideas.	Longer spoken sentences; sequencing ideas orally; listening closely to the sounds in words.	Talk; Sounds; Composition
Spring 2	Letters in meaningful writing	Use some print and letter knowledge in play, such as a list starting at the top or a familiar letter for a person. Practise some letters accurately and revisit name writing.	Connecting print knowledge with writing; intentional letter use; growing control and accuracy.	Meaning; Sounds; Formation
Summer 1	Writing for a purpose	Create pretend shopping lists, labels and messages linked to interests. Say what the writing is for, choose marks or known letters and explain the intended meaning to an adult.	Choosing a purpose; using known letters meaningfully; communicating an idea through early writing.	Purpose; Composition; Reflection
Summer 2	Sharing and explaining writing	Write some or all of their name and some letters accurately, as ready. Revisit purposeful writing and tell another person what it says; develop ideas through conversation and stories.	Increasing confidence; applying familiar print and letter knowledge; explaining and revisiting meaning.	Formation; Composition; Reflection



Reception Writing Curriculum Map

Teaching focuses, writing opportunities and progression emphasis

Reception progression

This suggested sequence develops the supplied Reception targets. Match spelling demands to the phonics already taught and revisit learning as needed. Oral composition, handwriting, spelling and purposeful writing develop together. Short, meaningful writing is valued alongside increasing independence.

Reception

Half term	Suggested focus	Core writing experiences	Progression emphasis	Links to strands
Autumn 1	From spoken ideas to written words	Talk in well-formed sentences about experiences and stories. Revisit names and letter formation; identify sounds in words and represent them with taught letters during meaningful writing.	Oral rehearsal; applying known sound-letter links; establishing accurate formation habits.	Talk; Sounds; Formation
Autumn 2	Labels, lists and messages	Use taught sound-letter correspondences to spell words in labels, lists and short messages. Say the word, identify its sounds and write the matching letter or letters; read back with support.	Hearing sounds in sequence; applying phonics; choosing writing for a real purpose.	Purpose; Spelling; Reflection
Spring 1	Composing a short sentence	Say and hold a simple sentence before writing. Use known letter-sound correspondences, model spaces between words and introduce a capital letter and full stop; reread together.	Turning oral language into a written sentence; separating words; beginning sentence punctuation.	Composition; Spelling; Formation
Spring 2	Developing and checking meaning	Write short sentences about stories, information and experiences. Use new vocabulary, practise lower-case and capital letters and reread to check the writing makes sense.	Selecting words; maintaining meaning; increasingly accurate formation and supported checking.	Talk; Composition; Reflection
Summer 1	Writing for a reader	Write simple phrases and sentences for a clear purpose, such as a caption, message or simple account. Apply taught phonics and sentence conventions; reread and discuss what a reader understands.	Communicating independently; making writing readable; noticing a missing word or unclear idea.	Purpose; Spelling; Reflection
Summer 2	Applying and consolidating	Write recognisable letters, most correctly formed; represent sounds with letters and write simple phrases and sentences others can read. Revisit individual next steps through purposeful writing.	Independent application; confidence and stamina; rereading for meaning and readiness for Year 1.	Formation; Composition; Reflection



EYFS Writing Progression at a Glance

Concise progression from Nursery to Reception and readiness for Year 1

Progression focus

The supplied Writing Early Learning Goal focuses on recognisable, mostly correctly formed letters; representing sounds with letters; and simple phrases and sentences others can read. The wider teaching sequence also develops oral language, purpose, punctuation and rereading. These are not additional ELG criteria.

Area	Nursery	Reception	End of Reception / Year 1 readiness	Key vocabulary
Talk & vocabulary	Uses longer spoken sentences; talks about familiar books and uses talk to organise play.	Articulates ideas in well-formed sentences, describes events and uses new vocabulary in different contexts.	Says an idea before writing, chooses meaningful words and explains what they want to communicate.	idea, tell, describe, word, sentence, story
Meaning & purpose	Knows print has meaning and different purposes; uses print knowledge in early writing.	Writes labels, messages and short sentences for a purpose, using modelled print conventions.	Understands writing communicates with a reader; writes simple phrases and sentences others can read.	print, message, list, label, reader, meaning
Sounds & spelling	Notices rhyme, syllables and initial sounds; uses some known letters in early writing.	Identifies sounds in words and writes the matching letter or letters, applying taught phonics.	Spells words by identifying sounds and representing them with a letter or letters.	sound, letter, syllable, rhyme, segment, spell
Letter formation	Writes some or all of their name and some letters accurately; develops control through mark-making.	Learns to form lower-case and capital letters correctly, with suitable tools and repeated practice.	Writes recognisable letters, most correctly formed; applies familiar formation patterns with control.	name, letter, start, direction, lower-case, capital
Composition & sentences	Gives meaning to marks and familiar letters; talks about ideas and events in play.	Orally rehearses and writes short sentences using known sound-letter correspondences.	Writes simple phrases and sentences that convey an idea and can be read by others.	say, write, phrase, sentence, idea, reread
Spacing & punctuation	Notices how print is organised; may start a pretend list at the top of the page.	Uses modelled word spaces, a capital letter and full stop when writing short sentences.	Uses developing sentence conventions to help a reader; continues to consolidate them in Year 1.	space, word, capital letter, full stop, line
Rereading & reflection	Explains the meaning of marks and early writing; returns to ideas through talk with an adult.	Rereads what they have written to check it makes sense; makes a simple change with support.	Reads back writing, discusses its meaning and responds to a specific next step with growing independence.	read back, check, sense, change, practise

Implementation note: Progress is individual. Notice richer ideas, more purposeful letter use, accurate application of taught phonics and growing independence. Use observations across contexts and distinguish independent writing from adult-supported work.



Using the EYFS Progression Document

Planning, provision, assessment and transition

Planning from the progression

1 CHECK PRIOR EXPERIENCE Identify oral language, known sounds and letters, name writing and physical control.	2 MODEL THE NEW STEP Say the idea, demonstrate a small writing step and explain the choices being made.	3 PLAN FOR PROVISION Offer messages, lists, signs, captions and books within meaningful play and experiences.
4 ASSESS PROCESS Notice the child's idea, spelling choices, formation and level of support as they write.	5 BUILD LANGUAGE Develop vocabulary through stories and talk; rehearse ideas aloud before writing.	6 SUPPORT INDEPENDENCE Provide suitable tools and familiar prompts; reduce help as children apply learning.

What progression should look like in children's learning

KNOW MORE Knows more sounds, letters and words.	DO MORE Writes with greater control and purpose.	CHOOSE MORE Selects words to communicate an idea.	EXPLAIN MORE Talks about what the writing means.	IMPROVE MORE Rereads and responds to a next step.
---	--	---	--	---

Suggested evidence for assessment and subject leadership

PUPIL VOICE Can children explain their ideas, spelling choices and what their writing says?	PROCESS & OUTCOMES Do dated examples show development, with adult support clearly identified?	PROVISION & TEACHING Are talk, phonics, formation and purposeful writing connected and revisited?	TRANSITION Are strengths, taught phonics and next steps shared with the next teacher?
---	---	---	---

End-of-Reception readiness for Year 1 Writing

ORAL COMPOSITION Says ideas in sentences and uses vocabulary from stories and experiences.	MEANING & PURPOSE Writes to communicate a message, information or an idea to a reader.	SPELLING Identifies sounds in words and represents them with a letter or letters.
LETTER FORMATION Writes recognisable letters, most of which are correctly formed.	PHRASES & SENTENCES Writes simple phrases and sentences that can be read by others.	REREADING & INDEPENDENCE Reads back writing for meaning and applies familiar strategies with less support.

Read alongside the whole-school English progression, EYFS planning, the school's Little Wandle phonics sequence and handwriting guidance. Half-term focuses and practical examples are suggested additions; adapt them to assessment and children's needs.