

Writing: Progression Continuum

Progression Milestones – Early a to d

*early a	The child explores a variety of implements and surfaces to create texts**. He/she engages with the mechanics of mark-making and technology as appropriate. The child uses marks, signs, symbols or texts* to infer meaning. He/she uses gestures, sounds and/or words to share their work.
a	The child enjoys making marks and shapes using different implements. He/she shares personal experiences and interests through these marks and shapes. The child shares these with others using gestures, sounds or words.
b	The child enjoys making letter-like forms and drawings while playing with different implements and materials. He/she shares meaning by naming some features. The child distinguishes between letters and pictures and recognises some letters in familiar words. He/she writes and interacts with the teacher as scribe, sharing personal experiences.
c	The child enjoys emergent writing using a variety of implements and shows good muscle control. He/she explains the main messages in their writing. The child uses basic conventions of print, names and sounds some letters and uses random strings of letters in writing. Their attempts show some emerging awareness of sounds. He/she uses new oral and reading vocabulary from texts** read and writes for particular purposes and interacts with the teacher as a scribe.
d	The child continues to write collaboratively with the teacher and begins to write independently about personal experiences and familiar topics. He/she uses some phonetically correct letters and common letter patterns and familiar words while using some correct word order, full-stops and spaces in sentences. The child writes some upper and lower case letters legibly as separate flowing letters. He/she reads and discusses their texts** and choses ones for display.

Progression Steps – Writing

Element	Learning Outcome: Number and label	*early a The child...	a The child...	b The child...	c The child...	d the child..
Communicating	1.Engagement,	has fun making marks and uses gestures, sounds or words to focus attention on these showing signs of understanding that texts* carry meaning	has fun making marks and uses gestures, sounds or words to focus attention on these.	enjoys drawings and letter-like forms and shares meaning through naming some features in their texts**.	enjoys creating their own early written texts** and explains the main messages in these.	enjoys writing and shares meaning through reading and discussing their texts**.
	2. Motivation and choice	chooses to engage with mark-making	uses gestures, sounds or words to draw attention to preferred texts** created by themselves.	plays with a variety of implements and materials to create texts** on a topic of their choice and selects texts** to share with others.	uses a variety of implements and materials to create texts** on a chosen topic and selects texts** to display.	with increasing independence, chooses a topic and appropriate implements to create texts** and selects texts** to publish and display.

Understanding	3. Conventions of print and sentence structure	places marks, signs, symbols or texts* in the correct orientation and/or sequence to infer meaning	uses shapes in mark-making to communicate.	distinguishes between letters and pictures.	distinguishes between reading and writing and writes left to right, top to bottom, page by page.	uses some correct word order, sentence structure and letters, spaces, words, sentences, full-stops, and begins to use capital letters appropriately.
	4. Spelling	uses signs, symbols or text* to infer meaning	uses shapes in their mark-making.	<p>recognises some letters in familiar words and uses these and other symbols to represent text**.</p> <p>recalls features/ differences of pictures and/or objects.</p>	<p>connects the letter symbol to the sound for some upper and lower case letters, and uses random strings of letters showing emerging awareness of letter sounds to represent text**.</p> <p>understands the connection between the</p>	<p>uses some phonetically correct letters, common letter patterns and familiar words.</p> <p>begins to distinguish between short and long vowel sounds.</p> <p>recognises similarities and differences</p>

					written and the spoken word. begins to copy print.	between some letters.
	5. Vocabulary		uses marks and shapes to share a personal experience.	uses language from their personal experiences and uses it playfully and imaginatively in texts** created with the teacher as scribe.	uses new vocabulary and phrases from texts** read and uses language playfully and imaginatively in texts** created through shared writing with the teacher.	uses language from their personal experiences, texts** read and the environment and uses language playfully and imaginatively in texts** created independently.
Exploring and Using	6. Purpose, voice and genre	uses signs, symbols or text* to share experiences, thoughts, opinions, preferences and thoughts with their peers with growing confidence	shares thoughts, knowledge and experiences with others through their marks.	begins to share thoughts, knowledge and experiences for a particular purpose and audience using marks, drawings and some letters.	writes and draws for a particular purpose and audience while sharing thoughts, knowledge and experiences.	writes for a wider range of purposes and audiences while sharing thoughts, knowledge and experiences.
	7. Writing process		uses personal experiences and interests as stimulus for their texts**.	begins to take part in collaborative writing with the teacher as scribe.	uses familiar topics as a stimulus for texts** while creating texts** jointly with the teacher.	collaboratively plans texts** orally; sequences and writes texts** with other children; reads and talks about their writing.

	8 . Response and author's intent	uses gestures, sounds or words to show that their marks have personal meaning	uses gestures, sounds or words to show that their marks have personal meaning and to respond to others' texts** shown or read to them.	talks about their own texts** and begins to respond to others' texts** through talk, marks and drawings.	talks about and uses more detailed drawings in their own texts** and gives more detail in responses to others' texts**.	uses more elaborate drawings to share detail and identifies simple, explicit pieces of text** in response to specific questions. shares a personal interpretation of another person's text**.
	9. Handwriting	engages with the mechanics of mark-making exercises to create a form of text* according to ability, using motor or eye gaze skills as appropriate. explores a variety of <u>implements</u> ¹ and <u>surfaces</u> ² for creating texts*	explores implements to make marks.	uses some muscle control to make letter-like forms	uses good muscle control. writes some upper and lower-case letters.	writes some upper and lower-case letters legibly and as separate flowing letters.

**** 'text' to include all products of language use: oral, gesture, sign, written, braille, visual, tactile, electronic and digital.**

¹ Implements to include but not confined to any object capable of mark making, such as hands/feet, electronic device, wheelchair, crayon/pencil/paint, foam etc.

² Surfaces to include but not confined to any surface used for applying marks, such as paper, a digital device, floor, wall, desk etc.