Ready Steady Write Progression Overview EYFS

Α	В	С	D	E	F			
Vehicle Texts								
The Something	Star in a Jar	Juniper Jupiter	Little Red	The Extraordinary Gardener	The Storm Whale			
Writing Outcome & Writing Purpose								
Narrative: A	Narrative: A Star	Narrative: A	Narrative: A	Narrative: A Plant	Narrative: A Seaside			
Friendship & Animal	Theme	Superhero Theme	Traditional Tale	Growing Theme	Theme			
Theme.	Purpose: To tell and	Purpose: To tell and	Theme	Purpose: To tell and	Purpose: To tell and			
Purpose: To tell and	write sentences	write sentences	Purpose: To tell and	write sentences	write sentences			
write sentences	around the theme	around the theme	write sentences	around the theme	around the theme			
around the theme			around the theme					
Recount: Animal	Information: Poster to	Information: A letter	Instructions: How to	Instructions: How to	Poems: Sea creature			
Information	find a lost star	wanting to be a	trap an animal	grow a garden plant /	poems			
Purpose: To inform	Purpose: To inform	sidekick	Purpose: To instruct	vegetable	Purpose: To describe			
	(and describe)	Purpose: To inform		Purpose: To instruct				

Explicitly teach of the following concepts of print: Print has meaning; Print can have different purposes; Print in English is directed from left to right and top to bottom. Explicitly teach that each spoken word when written is separated by a space.

Grammar: Word

Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. It is important to encourage the application of subject skills and knowledge skills and knowledge when encoding to spell words in writing of taught GPCs. This may take place in both during teacher-led activities and across the provision as part of a broad and balanced EYFS provision. Phonemically plausible attempts until new graphemes have been taught. There is an emphasis in this progression document on the role of mark making and writing as forms of communication.

Children will be at different stages of development from mark making for meaning to writing sentences. Children's physical development and letter formation knowledge will also be developing at different rates, influencing their ability to write in sentences.

*Words shown below need to be in line with phonics scheme being followed by your school.

		•		• •				
Focus on:	Build on previous	Build on previous unit	Build on previous	Build on previous	Build on previous			
 Recognised spoken 	units & focus on:	& focus on:	units & focus on:	units & focus on:	units & focus on:			
word can be	•Represent words in	 Represent words in 	•Represent words in	•Represent words in	•Represent words in			
represented in print	print segmenting	print segmenting	print segmenting	print segmenting	print segmenting			
(some children will	using known GPCs to	using growing	using growing	using growing	using growing			
be emergent mark	make phonemically	number GPCs to	number GPCs to	number GPCs to	number GPCs to			
makers whilst others	plausible attempts at	make phonemically	make phonemically	make phonemically	make phonemically			
may have some	spelling	plausible attempts at	plausible attempts at	plausible attempts at	plausible attempts at			
GPCs)	*Secure previous unit	spelling	spelling	spelling	spelling			
•Begin to represent a	high frequency words	*Secure previous unit	*Secure previous	*Secure previous unit	*Secure previous			
word with an initial	and teach Common	high frequency words	unit high frequency	high frequency words	unit high frequency			
sound or make	Exception Words; is,	and teach Common	words and teach	and teach Common	words and teach			
phonemically	I, the, to, into, no, go,	Exception Words; is,	Common Exception	Exception Words; is,	Common Exception			
plausible attempts at	so, he, me, we, be,	I, the, to, into, no, go,	Words; is, I, the, to,	I, the, to, into, no, go,	Words; is, I, the, to,			
spelling	she, was	so, he, me, we, be,	into, no, go, so, he,	so, he, me, we, be,	into, no, go, so, he,			
*Teach high		she, was, my, by, her,	me, we, be, she, was,	she, was, my, by, her,	me, we, be, she, was,			
frequency words:		you, they, all, are	my, by, her, you, they,	you, they, all, are,	my, by, her, you, they,			
Common Exception			all, are	said, have, like, some	all, are, said, have,			
Words; is, I, the, to,					like, some,come			
into, no, go, so								
Grammar: Sentence								
Focus on:	Build on previous	Build on previous	Build on previous	Build on previous	Build on previous			
•Orally rehearse	units & focus on:	units & focus on:	units & focus on:	units & focus on:	units & focus on:			
sentences and Word	Orally rehearse	 Orally rehearse 	 Orally rehearse and 	•Orally rehearse and	•Orally rehearse and			
Count the number of	sentences and Word	sentences and Word	recall sentence prior	write: short	write: short			
	Count the number of	Count the number of	to writing	sentences with	sentences with			
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words spoken prior to	words spoken prior to	words spoken prior to	Orally connect one	known letter	known letter
writing	writing	writing	idea or action using a	correspondences	correspondences
•Focus on a simple	•Focus on a simple	 Orally connect one 	range of connectives	using a capital letter	using a capital letter
sentence- Subject,	sentence- Subject,	idea or action using a	•Write short	and full stop that can	and full stop that can
verb object. e.g. Dan	verb object. e.g. I got	range of connectives	sentences with words	be read by	be read by
had a dog.	a gem.	•Re-read what they	with known sound	themselves and	themselves and
•Combining words to	 Combining words 	have written to check	letter	others.	others.
make labels,	to make labels,	for meaning Write:	correspondences	•Re-read what they	•Re-read what they
captions, lists,	captions, lists,	Combining words to	using a capital letter	have written to check	have written to check
phrases and short	phrases and short	make labels,	and full stop	that it makes sense	that it makes sense
sentences	sentences	captions, lists,	•Re-read what they	Write: Combining	Write: Combining
(depending on	(depending on	phrases and short	have written to check	words to make labels,	words to make labels,
developmental stage)	developmental stage)	sentences.	that it makes sense	captions, lists,	captions, lists,
•Teacher model use	•Teacher model and	 Joining words using 	Write: Combining	phrases and short	phrases and short
of the Sentence	support correct use	and, joining words	words to make labels,	sentences.	sentences.
Accuracy Check	of the Sentence	and clauses using	captions, lists,	•Joining words using	•Joining words using
	Accuracy Check	'and'	phrases and short	and, joining words	and, joining words
		•Teacher model,	sentences.	and clauses using	and clauses using
		support and	 Joining words using 	connectives (e.g. but,	connectives (e.g. but,
		encourage	and, joining words	because, and).	because, and).
		independence in the	and clauses using	•Teacher model,	•Teacher model,
		correct use of the	'and'	support and	support and
		Sentence Accuracy	•Teacher model,	encourage	encourage
		Check	support and	independence in the	independence in the
			encourage	correct use of the	correct use of the
			independence in the	Sentence Accuracy	Sentence Accuracy
			correct use of the	Check	Check
			Sentence Accuracy		
			Check		