

## Skills for Writing Progression.

| <b>LISTENING</b> |   |
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| At age 3         | <p>Developing expressive and receptive language (see ECAT Assessment Tool)</p> <p>Able to remember and retell simple stories and sing songs</p> <p>Developing auditory memory e.g. knows 5 nursery rhymes</p> <p>Is able to concentrate on activities of their own choosing for increasing periods of time</p> <p>Can alternate attention with support e.g. if an adult touches them and says their name</p>  |
| At age 4         | <p>Can listen to stories with increasing focus and attention and length of time</p> <p>Can listen but not whilst engaged in something else</p> <p>Can focus for short periods on activities that they haven't chosen</p> <p>Understands pattern of syllables in words and can copy rhythm and beat eg <u>PE</u> <u>TER</u> (2 syllables – 2 claps)</p> <p>Is able to remember and repeat a rhythm or pattern of sounds (claps and clicks etc)</p> <p>Distinguishes between the differences in sounds in environment, percussion, instruments and voice sounds</p> <p>Hears initial sounds and recognises when they are the same (alliteration) or have same sound as their names</p> <p>Sustains their listening throughout a story and listens for a target word or character and responds</p> |
| At age 5         | <p>Listen attentively in a range of <i>situations</i>. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><i>Some children can - listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</i></p> <p>Follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>                        |

| <b>PHYSICAL</b> |   |
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| <b>At age 3</b> | <p><b>Is able to use reciprocal movements</b> e.g. belly crawling, crawling, walking up steps, running. These movements involve the body working in rhythm. The same actions on one side and then the other.</p> <p><b>Is able to use asymmetrical bilateral coordination</b> Both sides of the body are working together. One side of the body is active the other assists e.g. one hand holds the straw the other cuts it with scissors</p> <p><b>Is beginning to cross their midline</b> - one hand crosses over to the other side of the body to complete a task e.g. painting on large vertical board or wall outdoors.</p> <p><b>Is developing core strength, pelvic girdle strength and shoulder girdle strength-</b> practises large movements often outside e.g. dancing, throwing, jumping</p> <p><b>Pivots</b> - Is moving arms by pivoting at the shoulder joint, moving towards pivoting at the elbow and then the wrist and fingers</p> <p><b>Can draw lines, circles, zigzags</b> is using gross motor movements e.g. with ribbons, large paint brushes, rollers, light sabres</p> <p><b>Is developing their vestibular sense</b> (exploring movement, gravity and balance) e.g. can briefly balance on one leg, likes to spin around, balances on a log/stepping stones, rolls down a hill, enjoys jumping, hanging.</p> <p><b>Developing proprioceptive sense-</b> can climb trees/climbing frame/climbing wall, pushes wheelbarrows, carts, trikes, uses brooms, spades etc</p> <p><b>Able to kick and throw</b> a large ball/balloon</p> <p><b>Eye tracking</b> – chases after a moving toy/ball</p> |
| <b>At age 4</b> | <p>Can do buttons and zips with very little support</p> <p>Can make large circles and lines in the air</p> <p>Can hit a ball with a bat and kick a ball</p> <p>Can hold their bodies up whilst sitting on the floor and on chairs</p> <p>Can climb and belly crawl</p> <p>Can join in PE activities like Storycises</p>   |
| <b>At age 5</b> | <p>Show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><i>Some children can – control their bodies to hop and skip in time to music.</i></p>   |

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| <b>MALLEABLE MATERIALS</b> |   |
| At age 3                   | <b>Developing hand strength and manipulation</b> - Can mould and model playdough/clay/mud, may take part in Dough Gym<br>Uses pincer grip in making and creating activities |
| At age 4                   | Can squash/roll/pinch malleable materials like playdough  |
| At age 5                   |   |

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| <b>COMMUNICATION AND LANGUAGE</b> |   |
| At age 3                          | Can recognise own name card moving towards recognising own name without picture clues<br>Can 'read' logos e.g. MacDonald's, words e.g. TESCO<br>Tells/re-tells a story e.g. in small world play, role play  |
| At age 4                          | Can ask what, where, when, why and how questions and answer what and where questions<br>Can use a range of tenses although still some inaccuracies eg I ranned to the park<br>Speech is mostly clear and is mostly understood<br>Uses a wide range of speech sounds although may still have difficulty with 'r' 'j' 'th' 'sh' 'ch'<br>Initiates conversations<br>Can retell events that have happened and in the right order<br>Can share a joke and shows sense of humour<br>Can argue with adults or peers if they disagree – uses words not just actions<br>Can follow simple instructions<br>Can use complex sentences eg 'I want to play with cars'. |

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|                        | <p>Knows a bank of nursery rhymes (knows 8 by heart ideally)<br/>         Recognises rhythm in words and sentences and knows what 'speaking like a book' is<br/>         Uses increasing vocabulary including story language to make their play and interactions more interesting<br/>         Enjoys rhyming words and making nonsense words<br/>         Makes up their own alliteration and rhyming words.</p>  |
| <p><b>At age 5</b></p> | <p><i>Some children can - express views about events or characters in the story and answer questions about why they think things happened. They can carry out instructions which contain several parts in a sequence.</i></p> <p>Express themselves effectively, showing some awareness of listeners' needs (eg loud and clear for a group, expression, slower for younger children).</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>Confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><i>Some children - are confident to speak to a large class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about plans they have made to carry out activities and what they might change..</i></p> <p>Talk about feelings and behaviour and its consequences. They can work as part of a group or class, and understand and follow the rules. They adjust behaviour to different</p> |

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|  | situations, and take change of routine in their stride |
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| <b>FINE MOTOR</b> |  |
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| <b>At age 3</b>   | <p><b>Developing hand strength and manipulation</b> – Can build with bricks, take part in woodworking<br/>           Can snip with scissors<br/>           Shows increasing control with tools and equipment e.g. hammers, mixing with spoons, pouring from jugs, sewing<br/>           Can make marks in sand/shaving foam/finger paint with fingers and tools</p> <p><b>Is developing their writing tool grip</b> – moving from palmer to digital towards tripod (using fingers instead of whole hand please see handout for more information)<br/>           May begin to show preference for a dominant hand<br/>           Produces emergent writing some marks may be similar to letters in their own name</p> |
| <b>At age 4</b>   | <p>Uses one-handed tools like scissors - make snips and starts to cut a line<br/>           Uses hammers and nails, whisks, pours from jugs, stirs, mixes paint etc<br/>           Uses paintbrushes, crayons, chalks etc to make marks<br/>           Effectively uses spoons, knives and forks<br/>           Has a dominant hand<br/>           Can hold pencil with a tripod grip near the tip<br/>           Can manipulate pencils and other mark marking materials with increasing control</p>  |
| <b>At age 5</b>   | <p><i>They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are writing on lines and control letter size (eg capitals larger, some letters hang under a line and other stand on the line).</i></p>   |

| <b>PHONICS</b>  |  |
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| <b>At age 3</b> | <p>Begins to have an awareness of rhyme e.g. fills in the missing rhyming words from familiar rhymes</p> <p>Begins to show an awareness of alliteration e.g. Sam's silly sausages</p> <p>Developing auditory discrimination e.g. can play Mrs. Browning's Box (Letters &amp; Sounds)</p> <p>Beginning to be able to keep a steady beat e.g. clapping, stamping, swaying</p> <p>Can begin to blend sounds when given simple instructions e.g. "Put on your c-oa-t"</p>  |
| <b>At age 4</b> | <p>Hears the different sounds in words</p> <p>Knows the difference between a letter and a number</p> <p>Knows the difference between words and pictures in their own mark making</p> <p>Can write their name and recognise some friend's names</p> <p>Hears the different sounds in words</p> <p>Can hear the units of sounds throughout a whole word and reproduce them eg <u>C</u> <u>OA</u> <u>I</u> (3) appropriately</p>  |
| <b>At age 5</b> | <p>Use their phonic knowledge to write words in ways which match their spoken sounds and write some irregular common words (tricky words)</p> <p>Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><i>Some children can - spell phonically regular words of more than one syllable as well as <b>many</b> irregular but high frequency words. They use key <b>features of narrative</b> in their own writing. They write in ways that make it interesting for the reader. Use some punctuation correctly like full stops and capital letters, question marks.</i></p> <p>Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><i>Some children can - read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the stories they have read.</i></p> |

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| <b>LITERACY</b> |  |
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| <p><b>At age 3</b></p> | <p>Joins in with finger rhymes<br/>         Uses simple sentences of 4 to 6 words<br/>         Begins to join in with repeated refrains in stories<br/>         Begins to have an interest in writing initial letter of their own name in sand/shaving foam/paint with their finger</p>   |
| <p><b>At age 4</b></p> | <p>Is sharing a range of books with adults at home and at pre-school</p>  |
| <p><b>At age 5</b></p> | <p><i>They recount experiences and imagine possibilities, often. They use a wide range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</i></p> <p><i>Some children - know ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and can wait for things.</i></p> <p>Play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and children.</p> <p><i>Some children can - play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour .</i></p> |