

End Points which show Progression of knowledge, understanding and skills in Writing

Year Group N

	T1	T2	T3	T4	T5	T6
Key TEXTS: (Nursery books are undergoing changes this year so this document may not always reflect current practice) Stories Information	The Blue Balloon Dear Zoo The Owl Babies Handa's Hen Baby Goes to Market	Dear Santa Diwali Non-Fiction Book Chicken Licken Rosie's Walk Stick Man	Goldilocks & the Three Bears 3 Little Pigs (simple) The Magic Porridge Pot The Little Red Hen The Great Race	Walking Through the Jungle The Train Ride Duck in the Truck Mr Gumpy's Outing My Mum	That's not my Puppy Jack & the Beanstalk Jasper's Beanstalk Hairy Maclary from Donaldson's Dairy	We're Going on a Bear Hunt This is the Bear We're Going on a Lion Hunt The Doorbell Rang
Rhymes	Baa Baa Black Sheep, Row, row, row your boat, Little Miss Muffet, Heads, Shoulders, Knees and Toes, If you're happy and you know it, I'm a Little Teapot, Insy Wincy Spider, It's raining, it's pouring, Little Bo Peep, Mary had a Little Lamb, Old MacDonald, Wind the bobbin up, The wheels on the bus					
Transcription-spelling: phonics tricky words alphabet use of dictionary	Introduce Identifying the initial sound in a word e.g. an object/name with adult modelling	Practise Identifying the initial sound in a word e.g. an object/name with adult modelling	Practise Identifying the initial sound in a word e.g. an object/name with support Introduce segmenting a CVC word with adult modelling	Practise and Assess Identifying the initial sound in a word e.g. an object/name with support Practise segmenting a CVC word with adult modelling	Develop Identifying the initial sound in a word e.g. an object/name with limited support Practise segmenting a CVC word with support	Embed Identifying the initial sound in a word e.g. an object/name independently Develop segmenting a CVC word with support
Transcription-handwriting:	Introduce using large equipment to develop shoulder muscles e.g. by crawling, swinging, pulling with adult support.	Introduce a variety of large equipment for children to mark make with adult modelling. Practise using large equipment to develop shoulder muscles e.g. by crawling, swinging, pulling with	Introduce crossing the midline e.g. lazy eights Introduce Supporting children to identify a preferred hand for holding a pencil Practise using a variety of large equipment for	Practise crossing the midline e.g. lazy eights Supporting children to identify a preferred hand for holding a pencil Practise and Assess how children use a variety of large and small equipment	Develop crossing the midline e.g. lazy eights Supporting children to identify a preferred hand for holding a pencil Develop using a variety of large and small equipment for children to	Embed crossing the midline e.g. lazy eights Supporting children to identify a preferred hand for holding a pencil Embed using a variety of large and small equipment for children to

		support where appropriate.	children to mark make with adult support. Practise using large equipment to develop shoulder muscles e.g. by crawling, swinging, pulling with independence.	for children to mark make with some support. Practise and Assess how children use large equipment to develop shoulder muscles e.g. by crawling, swinging, pulling with independence. Consider ways reluctant children could engage in mark making/using large equipment for gross motor skills.	mark make independently. Develop using large equipment to develop shoulder muscles e.g. by crawling, swinging, pulling with independence.	mark make independently. Embed using large equipment to develop shoulder muscles e.g. by crawling, swinging, pulling with independence.
Composition: prediction sequencing events summary nuanced vocabulary	Introduce Retelling a nursery rhyme with adult modelling. Introduce Making marks with adult modelling.	Practise Retelling a nursery rhyme with adult support. Practise Making marks with adult support.	Develop Retelling a nursery rhyme with some support. Practise Making marks with some support and assigning meaning. Introduce Retelling a story with adult modelling.	Embed Retelling a nursery rhyme independently. Practise Making marks with some support and assigning meaning. Practise Retelling a story with adult support. Introduce Attempting to write letters they have seen with adult modelling.	Develop Making marks and independently assigning meaning. Practise Retelling a story with some support. Practise Attempting to write letters they have seen with adult support.	Develop Retelling a story independently. Embed Making marks and independently assigning meaning. Practise Attempting to write letters they have seen independently.

Vocabulary, grammar and punctuation: evaluation response to author authorial effect and intent effect of vocabulary	Introduce Using standard English when speaking. Introduce What is a name?	Practise Using standard English when speaking. Practise using names/responding to names.	Practise Using standard English when speaking. Develop using names/responding to names. Introduce What is a letter?	Practise Using standard English when speaking. Embed using names/responding to names. Practise finding single letters in the environment.	Practise Using standard English when speaking. Develop finding single letters in the environment. Introduce What is a word?	Practise Using standard English when speaking. Embed finding single letters in the environment. Practise finding single words in the environment.
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