

Meadow View Primary EYFS FS1 Progress Curriculum in Writing – Transcription and Composition

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
<p>Transcription</p> <ul style="list-style-type: none"> Enjoy picking up and using a pencil or crayon Enjoy making marks on paper Begin to give meaning to pictures and drawings they create. Begin to trace own name on name card and paper. Begin to follow pencil control lines. <p>Composition</p> <ul style="list-style-type: none"> Begin to join in with early language, singing, rhymes during pre-formal phonics Listening to environmental and instrumental sounds. Listening to and joining in with sounds in stories 	<p>Transcription</p> <ul style="list-style-type: none"> Beginning to draw with a purpose. Beginning to hold pencil with dominant hand. Give meaning to pictures and drawings they create Beginning to hear initial sounds in words as part of alliteration. Beginning to copy/ write some letters from their name with support. Beginning to recognise rhyming words. Experiment with drawing and writing for a purpose. Follow pencil control lines with increasing control. Choose a range of media for mark making. Beginning to recognise own initial letter of name <p>Composition</p> <ul style="list-style-type: none"> Continuing to develop skills in early language, singing, rhymes during pre-formal phonics. Listening to and joining in with sounds in stories 	<p>Transcription</p> <ul style="list-style-type: none"> Begin to be aware of the correct initial sound for some objects with support. Copy or write some dominant letters of first name from name card with support. Enjoy exploring rhyme Enjoy exploring oral blending and segmenting Use some early writing (DM) Write some letters accurately (DM) <p>Composition</p> <ul style="list-style-type: none"> Continuing to develop skills in early language, singing, rhymes during pre-formal phonics. Listening to and joining in with sounds in stories
Universal Pathway		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
Universal Plus Pathway 'scaffold up to an inclusive curriculum'		
<p>*Additional name recognition practice.</p> <p>*Additional name tracing practice</p> <p>*Additional pencil control practice.</p> <p>*Provide name card to parents/ carers for name recognition and writing practice at home.</p>	<p>*Additional name recognition practice.</p> <p>*Additional name tracing practice</p> <p>*Additional pencil control practice.</p> <p>*Additional letter formation practice.</p> <p>*Provide name card to parents/ carers for name recognition and writing practice at home.</p>	<p>*Additional name recognition practice.</p> <p>*Additional name tracing practice</p> <p>*Additional pencil control practice.</p> <p>*Additional letter formation practice.</p> <p>*Provide name card to parents/ carers for name recognition and writing practice at home.</p>
Emerging/ Additional Needs Pathway		
<p>*Initiate discussion with SENCO</p> <p>*Work in partnership with any external professionals already involved – contribute to assessments as needed</p> <p>*Carry out 1:1 specialist programmes as needed</p> <p>*Initiate close involvement with parents/ carers</p> <p>*Provide ideas to support parents/ carers</p>	<p>*Continue discussion with SENCO</p> <p>*Work in partnership with any external professionals already involved – contribute to assessments as needed</p> <p>*Carry out 1:1 specialist programmes as needed</p> <p>*Maintain close involvement with parents/ carers</p> <p>*Provide ideas to support parents/ carers</p>	<p>*Continue discussion with SENCO</p> <p>*Work in partnership with any external professionals already involved – contribute to assessments as needed</p> <p>*Carry out 1:1 specialist programmes as needed</p> <p>*Maintain close involvement with parents/ carers</p> <p>*Provide ideas to support parents/ carers</p>
<p>Composite: Be ready to explore emergent writing with confidence and to hold a pencil with some control. Be ready to write own first name independently. Be ready for phonics lessons.</p>		

Meadow View Primary EYFS FS2 Progress Curriculum in Writing – Transcription and Composition

Milestone 1 Components	Milestone 2 Components	Milestone 3 Components
<p>Transcription</p> <ul style="list-style-type: none"> Developing secure Phase 2 in phonics in spelling and writing Work towards a static tripod grip with some support Writing first name and some parts of full name with name card as support Move from letter-like shapes to clearly recognisable letters Form graphemes from Phase 2 with continued support using Little Wandle agreed formation Awareness of early, simple features of sentence writing – not used independently Begin to write dictated words, simple phrases and sentences – for different purposes - linked to Phase 2 phonics with use of a simple sentence starter. <p>Composition</p> <ul style="list-style-type: none"> Begin 1:1 oral story invention Developing awareness of 'Think/Pair/Share' to orally rehearse and compose responses 	<p>Transcription</p> <ul style="list-style-type: none"> Secure Phase 2 and developing 3 in spelling and writing Advancing confidence towards a static tripod grip with less support in most cases Increasing awareness of directionality in writing and return sweep Form Phase 2 graphemes independently and Phase 3 graphemes with some continued support using Little Wandle agreed formation Awareness of early, simple features of sentence writing – used with some independence Writing full name with/ without name card support Write dictated words, simple phrases and sentences – for different purposes - linked to Phases 2 and 3 phonics using a simple conjunction and sentence starters. Encourage some independent composition in writing in addition <p>Composition</p> <ul style="list-style-type: none"> Develop imagination and sequence in oral story invention Increasing awareness of 'Think/Pair/Share' and discussion guidelines to orally rehearse and compose responses 	<p>Transcription</p> <ul style="list-style-type: none"> Secure Phase 2-4 phonics in spelling and writing Using a static tripod grip Use a return sweep in sentence writing with some independence. Use of early, simple features of sentence writing – used with increasing independence Most letters formed correctly and consistently using Little Wandle agreed formation Writing full name without name card support Write dictated words, simple phrases and sentences – for different purposes - linked to Phases 2-4 phonics using a simple conjunction and range of sentence starters. Expect some independent composition in writing in addition. <p>Composition</p> <ul style="list-style-type: none"> Imagination in oral story invention using simple examples of story structure, story openers, endings, awareness of beginning, middle and end Show confidence in 'Think/Pair/Share' to orally rehearse and compose responses.
Universal Pathway		
Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'	Children to access activities and opportunities from weekly and medium term curriculum implementation with little or no need for 'scaffolding up.'
Universal Plus Pathway 'scaffold up to an inclusive curriculum'		
<p>*Additional name writing practice</p> <p>*Additional handwriting/ letter formation activities</p> <p>*Daily Grapheme/ Phoneme correspondence gaps intervention linked to phonic assessments and consultation with Early Reading Lead</p> <p>*Small group intervention based on developing blending/ segmenting skills in consultation with Early Reading Lead</p> <p>*Initiate contact with parents/ carers</p> <p>*Provide ideas to support parents/ carer</p>	<p>*Additional handwriting/ letter formation activities</p> <p>*Small group intervention based on developing blending/ segmenting skills in consultation with Early Reading Lead</p> <p>*Daily Grapheme/ Phoneme correspondence gaps intervention linked to phonic assessments and consultation with Early Reading Lead</p> <p>*Maintain close involvement with parents/ carers</p> <p>*Provide ideas to support parents/ carers</p>	<p>*Additional handwriting/ letter formation activities</p> <p>*Daily Grapheme/ Phoneme correspondence gaps intervention linked to phonic assessments in consultation with Early Reading Lead</p> <p>*Small group intervention based on developing blending/ segmenting skills in consultation with Early Reading Lead</p> <p>*Small group intervention based on sentence writing confidence and holding a sentence</p> <p>*Maintain close involvement with parents/ carers</p> <p>*Provide ideas to support parents/ carers</p>

Emerging/ Additional Needs Pathway		
<ul style="list-style-type: none"> *Initiate/ Continue discussion with SENCO *Work in partnership with any external professionals already involved – contribute to assessments as needed *Carry out 1:1 specialist programmes as needed *Initiate close involvement with parents/ carers *Provide ideas to support parents/ carers 		
<p>Final Milestone <u>Writing ELG Composite</u></p> <ul style="list-style-type: none"> *Write recognisable letters, most of which are correctly formed *Spell words by identifying sounds in them and representing the sounds with a letter or letters *Write simple phrases and sentences that can be read by others 		