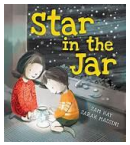
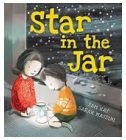
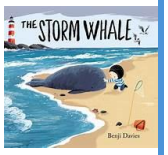
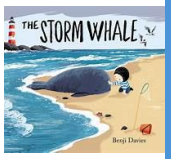
Ready Steady Write Progression Overview EYFS

A		B		C		D		E		F	
The Something by Rebecca Cobb		**Star in the Jar** by Sam Hay		**Juniper Jupiter** by Lizzy Stewart		**Little Red** by Bethan Woollvin		**The Extraordinary Gardener** by Sam Boughton		**The Storm Whale** by Benji Davies	
											
Outcome: **Encodable** Losing Story Sentences	**Outcome:** **Encodable** Animal Information Sentences	**Outcome:** **Encodable** Finding Story Sentences	**Outcome:** **Encodable** Poster Sentences	**Outcome:** **Encodable** Superhero Sentences	**Outcome:** **Encodable** Letter Sentences	**Outcome:** **Encodable** Traditional Tale Sentences	**Outcome:** **Encodable** Instruction Sentences	**Outcome:** **Encodable** Instruction sentences	**Outcome:** **Encodable** Transformation Story Sentences	**Outcome:** **Encodable** Friendship Story Sentences	**Outcome:** **Encodable** Whale Poem Sentences
Purpose: To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To inform	**Purpose:** To retell	**Purpose:** To instruct	**Purpose:** To instruct	**Purpose:** To retell	**Purpose:** To retell	**Purpose:** To describe

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

			correct use of the Sentence Accuracy Check		
Grammar: Text					
Focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Support recognition of the four parts of a simple narrative- opening, build up, problem and ending •Begin to retell familiar stories and texts in their words and / or repetition.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative- opening, build up, problem and ending •Retell the story- some as exact repetition and some in own words. including: Once upon a time, So, First, Next, Finally. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative- opening, build up, problem and ending •Retell the story- some as exact repetition and some in own words including: Once upon a time, So, and Suddenly. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Listen to and talk about stories to build familiarity and understanding •Learn new vocabulary from texts •Recognise four parts of a simple narrative- opening, build up, problem and ending •Retell the story- some as exact repetition and some in own words including: Once upon a time, So, Soon, and Suddenly. •Sequence sentences to form short narratives.	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative- opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story- some as exact repetition and some in own words including: Once upon a time, Then one night, The very next morning and Then. •Sequence sentences to form short written narratives.	Build on previous units & focus on: •Learn new vocabulary from texts •Recognise four parts of a simple narrative- opening, build up, problem and ending •Tell stories making use of recently introduced vocabulary from known stories, non-fiction and poems. •Retell the story- some as exact repetition and some in own words including: Once upon a time, Then, Suddenly and Late that night. •Sequence sentences to form short written narratives.
Grammar: Punctuation					
Focus on: Letter formation Separation of words and spaces	Build on previous units & focus on: Letter formation Separation of words with spaces Personal pronoun- I, he	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun- I, she, he, Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun- I, he, she Full Stops	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun- I, he Full Stops Capital Letters for names	Build on previous units & focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun- I, he, she Full Stops Capital Letters for names
Terminology for Pupils					
letter, capital letter, word, sentence, full stop, question mark					