



Pre- School *Readiness to Write* progression

Progression within components has been mapped out across the year with the ‘readying to write’ baseline skills for Reception as the end point.

The three Prime areas: Personal, Social and Emotional Development, Communication and Language, and Physical Development, describe universal core aspects of early child development. The four specific areas of learning and development provide children with knowledge and skills to flourish in society. These are: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design. All seven areas of learning are important and inter-connected within early literacy development and inform both our components and progression points.

[Strong foundations in the first years of school - GOV.UK](#)

[Writing Readiness \(Pre-Writing\) Skills - Kid Sense Child Development](#)

[Help for early years providers : Gross motor skills](#)

[early-years-getting-ready-to-write.pdf](#)

PRE- SCHOOL			
Component	Emergent	Developing	Expected - Ready to write
Gross motor skills	<ul style="list-style-type: none"> Beginning to walk in different directions Beginning to climb the stairs with support – hand or banister. Beginning to balance Beginning to cross the midline with support Beginning to create forwards and backwards circles with 	<ul style="list-style-type: none"> Walk and run in different directions Beginning to climb the stairs with support – hand or banister. Developing balance on a range of equipment Developing to cross the midline Developing forwards and backwards circle rotation, (not yet fully from shoulders in both directions) 	<ul style="list-style-type: none"> Climb stairs (confident with climbing stairs using alternate feet) Cross the midline Full circle rotation forwards and backwards Jump and land with 2 feet Confident with running Riding a tricycle or scooter independently Stand still

	<p>arms (rotation not yet from the shoulders)</p> <ul style="list-style-type: none"> • Beginning to explore bikes, trikes, and scooters with some support, e.g. a push to start. • Beginning to lift knees to skip with two legs for a few steps/skips. • Beginning to hop and jump • Beginning to know how to freeze my body, e.g. when the music stops. • Beginning to explore other movements, such as waving arms. • Beginning to try and put on shoes with support • Beginning to put on items of clothing 	<ul style="list-style-type: none"> • Developing moving on bikes, trikes, and scooters. • Developing to skip with two legs, lifting knees. • Beginning to hop and jump • Developing to freeze body and stand still for longer periods, e.g. when the music stops. • Developing to explore other movements, such as making flappers with arms. • Developing putting on shoes, using two hands, may still some support to fully complete. • Developing independence putting on and removing some items of clothing. 	<ul style="list-style-type: none"> • Large muscle movements to wave flag and streamers • Putting on shoes and shoes • Being increasingly independent getting dressed and undressed
Gross motor skills provision/ environment	<p>Whole class:</p> <ul style="list-style-type: none"> • Squiggle while you wiggle • Dough Disco • Penpals gym • Easels for painting • Sand for digging • Water and jugs for pouring • Trim trail/Climbing frame 	<p>Whole class:</p> <ul style="list-style-type: none"> • Squiggle while you wiggle • Dough Disco • Penpals gym • Easels for painting • Sand for digging • Water and jugs for pouring • Trim trail/Climbing frame 	<p>Whole class:</p> <ul style="list-style-type: none"> • Squiggle while you wiggle • Dough Disco • Penpals gym • Easels for painting • Sand for digging • Water and jugs for pouring • Trim trail/Climbing frame
Fine motor skills	<ul style="list-style-type: none"> • Palmer grasp • Beginning to make marks – lines up and down. • Beginning to scoop with a spoon and stab some foods with a fork – take it to mouth with food on. • Attempting to hold scissors 	<ul style="list-style-type: none"> • Digital Pronate • Learning to make more marks – lines up and down, wavy curves, circles • Developing use of spoon and fork to eat. • Beginning to hold scissors in correct position, open and close, making small snips 	<ul style="list-style-type: none"> • Hold a pencil with a dominant hand. • One handed tool (spoons, forks) • Can make small snips in paper • Being increasingly independent getting dressed and undressed

Fine motor skills provision/ environment	<ul style="list-style-type: none"> • Fine motor skills rotation (pincer activities, drawing on the carpet etc) • Mark making opportunities e.g. chalkboard easels, small whiteboards, • Fine motor station 	<ul style="list-style-type: none"> • Fine motor skills rotation (pincer activities, drawing on the carpet etc) • Mark making opportunities e.g. chalkboard easels, small whiteboards, • Fine motor station 	<ul style="list-style-type: none"> • Fine motor skills carousel (pincer activities, drawing on the carpet etc) • Mark making opportunities • Fine motor station
Letter formation	<ul style="list-style-type: none"> • Meaningful mark making • Tell an adult what they have drawn 	<ul style="list-style-type: none"> • Mark making vertical and horizontal lines and circles • Beginning to make curves, loops and waves, • Meaningful mark making • Write the first letters in their name 	<ul style="list-style-type: none"> • Mark making crosses, diagonal lines, waves, patterns, eights, spirals, crosses, triangles • Meaningful mark making • Write some letters in their name
Letter formation provision/ environment	<ul style="list-style-type: none"> • Squiggle whilst you wiggle – mark making element • Scribble club • Mark making activities 	<ul style="list-style-type: none"> • Name cards • Squiggle whilst you wiggle – writing element • Scribble club 	<ul style="list-style-type: none"> • Daily phonics • Mark making activities • FFT letter formation patter
Oracy	<ul style="list-style-type: none"> • Saying 2 words • Sing some very simple songs • Beginning to say parts of familiar nursery rhymes • Beginning to use words to express a point of view • Beginning to initiate a conversation with a familiar person • Developing pronunciation of sounds (inline with 3-year-olds - pymhbdny) • Understand very simple 'why' questions, with scaffolded modelling and reptation support. 	<ul style="list-style-type: none"> • Developing to say 3-5 words sentence • Sing simple songs • Developing saying some nursery rhymes • Developing their oracy to express a point of view • Becoming more confident initiating conversations with more people • Developing pronunciation of more sounds (kgtf) and clearer in speech. • Understand 'why' questions with prompts such as 'because' • Can say some keywords to retell 3 main parts of a story. 	<ul style="list-style-type: none"> • Articulate a simple sentence • Sing songs • Know nursery rhymes • Expressing a point of view • Initiating a conversation • Developing pronunciation • Understand 'why' questions • Make suggestions about what happens next in a story. • Future and past tense. I am I went. • Answer 'why' questions. • Talk confidently about a familiar book.
Oracy provision/ environment	<ul style="list-style-type: none"> • Storytelling • Story dough 	<ul style="list-style-type: none"> • Storytelling • Story dough 	<ul style="list-style-type: none"> • Storytelling • Story dough • Provide a language rich environment

	<ul style="list-style-type: none"> • Provide a language rich environment through high quality interactions • Role play opportunities • Snack and chat • Action songs/rhymes prompts/puppets • Share book reading • Adults engaging with children in provision • Wellcomm intervention • Sharing Tapestry • Opened ended resources 	<ul style="list-style-type: none"> • Provide a language rich environment through high quality interactions • Role play opportunities • Snack and chat • Action songs/rhymes prompts/puppets • Share book reading • Adults engaging with children in provision • Wellcomm intervention • Sharing Tapestry • Opened ended resources 	<ul style="list-style-type: none"> • Share book reading • Adults engaging with children in provision • Sharing tapestry
<p>Written communication Storytelling, grammar (word and sentence)</p>	<ul style="list-style-type: none"> • Storytelling- Begin to retell a story using key words using toys and objects • Begin to recognise own name • Gaining a love for books 	<ul style="list-style-type: none"> • Storytelling- retell a story in sequence using character, setting, problem solution • Begin to mark make left to right on a page • Recognise capital letter at the beginning of their name. • Talk about a familiar book with an adult • Use connecting words, and, or, because in sentences. 	<ul style="list-style-type: none"> • Storytelling- Create and tell a story using character, setting, problem and solution. • Begin to write name from memory • Make suggestions about what happens next in a story. • Future and past tense. I am I went. • Answer 'why' questions. • Talk confidently about a familiar book.
<p>Written communication Storytelling, grammar (word and sentence) provision/ environment</p>	<ul style="list-style-type: none"> • Open ended resources • Small world objects • Dolls and puppets • Familiar and accessible books • 'Mini me'- blocks • Books available • Daily Storytime • Library books sent home 	<ul style="list-style-type: none"> • Open ended resources • Small world objects • Dolls and puppets • Books available • Daily Storytime • Library books sent home 	<ul style="list-style-type: none"> • Open ended resources • Small world objects • Dolls and puppets • Books available • Daily Storytime • Library books sent home
<p>Spelling (Phonics)</p>	<ul style="list-style-type: none"> • I can identify environmental sounds • I can identify instrumental sounds • I listen when you rhyme two words 	<ul style="list-style-type: none"> • I am beginning to identify sounds in my own name in other words. • I am beginning to recite the alphabet chant (FFT) • I can recognise if words rhyme - I will tell you in a story if words rhyme. 	<ul style="list-style-type: none"> • I can begin to identify initial sounds in simple words. • I can use some print and letter knowledge in my writing- initial sounds. • I can recognise and repeat most letters of the alphabet chant

		<ul style="list-style-type: none"> • I am beginning to understand syllables in words • I can recognise my name from a small selection • I know books have words and pictures 	<ul style="list-style-type: none"> • I can tell you a rhyming pair • I am beginning to orally blend and segment simple words • I can clap syllables in words
<p>Spelling provision/ environment</p>	<ul style="list-style-type: none"> • Musical instruments available • Alliteration modelled by adult- 'tasty tomato' 'awesome apple' at snack time. • Phonics sessions • Writing 	<ul style="list-style-type: none"> • Phonics sessions • Alphabet chant visible • Writing material • Name cards 	<ul style="list-style-type: none"> • Phonics sessions • Alphabet chant visible • Writing material • Name cards