

Chandlers Ridge Early Writing Progression

The teaching of early writing is an important incremental process in order for our young children to develop their skills and make progress, whilst allowing them to record ideas and their thoughts.




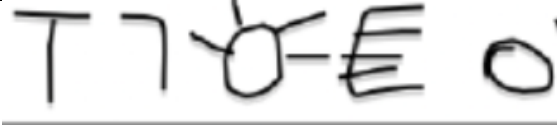

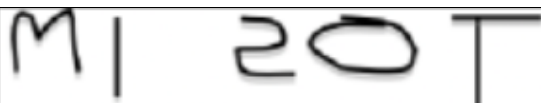
Writing skills is composed of three domains:






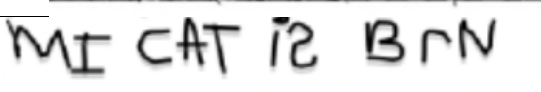
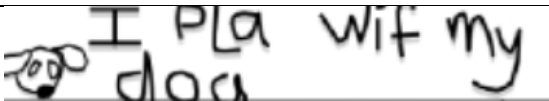
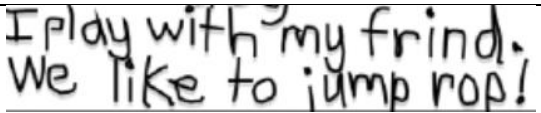
- conceptual knowledge
- procedural knowledge
- generative knowledge

Conceptual knowledge – learning the function of writing – is appreciating that writing has a purpose and that print is meaningful.

Procedural knowledge is the mechanics of letter and word writing e.g. name writing and includes spelling and alphabet knowledge as well as letter formation. Fine motor skills and finger dexterity regularly will support this.

Generative knowledge is a child’s ability to write phrases and sentences that convey meaning, such as writing notes, creating lists and taking messages.

Pre-literate writers	Scribble	Starting point is at any point on the paper. Random marks do not communicate any meaning	
	Symbolic	Starting point is at any point on the page but the marks do communicate an intended meaning.	
	Directional scribble / wavy	Scribble is left to right and linear. It is intended to communicate meaning. Children think they are ‘writing’ even though there are not letters visible and can just be a wavy line.	
	Mock letters	Letter like formations that have structure eg downwards strokes but are not actual letters. No spacing present.	
Emergent writers	Strings of letters	Long strings of letters in random order. Might not be in the right order. Can use capital letters from their name as they are used frequently. No spacing.	
	Groups of letters	Groups of letters to resemble words.	

	Picture labelling	Matching beginning sounds of words with a letter to label a picture	
	Environmental	Copies words and letters from labels and print around the classroom.	
Transitional writers	Letter / word recognition	Uses first letter sounds within the words to represent the whole word.	
	First / last letter representation	Word represented by first and last letter sound.	
	Medial letter sounds	Word spelt phonetically using beginning, medial and final letter sounds. May use some known words. Generally one letter per syllable.	
	Medial and tricky words	As above – may use common known words like 'is'. Attempts word spacing and writing is readable.	
	Beginning phrase writers	Able to construct phrases that convey a message. Words might not have all sounds represented. Might not have full stop.	
Fluent writers	Sentence writers	Able to represent vowel sounds due to application of phonics.	
		All sounds are represented.	
	Multiple sentences	Able to write more than one sentence. May use punctuation and known words are spelt correctly.	

Skills are then progressed by simple sentences into complex sentences.

Variety of genre and length.

Writing in paragraphs and complex punctuation