



### EYFS Writing Progression- NSMAT

<b>Handwriting</b>	<b>Spelling</b>	<b>Composition</b>	<b>Punctuation and Grammar</b>
Gross motor - Gradually contain control of their whole body (rolling, walking, kicking)	Awareness of environmental sounds (vehicles, animals)	Repeat words and simple phrases from a story	Use correct names for nouns (cow instead moo moo)
Walk, run, jump and climb stairs independently	Join in with songs and rhymes and say some of the words	Use correct words order (Daddy eat apple)	To use simple pronouns (me, mine, you)
Use large and small motor skills independently (buttons, zips, pouring, picking up small objects)	Notice some print (initial letter for names, familiar logos)	Begins to give meanings to marks	
Develop manipulation and control by exploring different materials and tools (tear, grasp, mark making)		Begins to orally give meanings to marks	
Use large muscle movements (vertical)	Sing a simple nursery rhyme	Understand print has meaning and different purposes	Awareness of capital letters, finger spaces, full stops
Use one handed tools and equipment including snips in paper with scissors	Awareness of alliteration and rhymes	Understand English text is read left to right and top to bottom	Use words to describe familiar objects (oral adjectives)
Use a comfortable grip with good control (beginning to use the tripod grip)	Count or clap syllables	Repeat a simple sentence (who, doing)	To use pronouns he, she, I
Show a preference for a dominant hand	Begin to match Phase 2 GPC		
Pre-writing patterns in the air and through creative media (lines, diagonals, circles and spirals, curves, zig-zags, loops and waves)	Hear the initial sound in a cvc word		

	Begin to write some letters of their name		
Copy gross motor movements	Independently write name	Repeat a more complex sentence (who, doing, what, where)	Capital letters, finger spaces, full stops
Copy fine motor finger movements	Hear the end sound in a cvc word	Say a simple sentence	Sentence with an adjective
Sit correctly at a table for writing	Orally segment and blend a cvc word	Say a more complex sentence	Sentence with a conjunction (and, because)
Position paper/board at a slant	Write phase 2 tricky words	Write a simple phrase	
Hold pencil in a tripod grip	GPC Phase 2	Write a simple sentence	
Pre-writing patterns (lines, diagonals, circles and spirals, curves, zig-zags, loops and waves)	Write initial sounds for words		
	Write cvc words		
	Write phase 2 tricky words		
	GPC Phase 3		
Easy letters (i, l, t, u, w, e, c, o, a, d, n, m, h)	Write ccvc and cvcc words		
Harder letters (j, y, g, q, b, p, k, v, s, r, f, x, z)	Write phase 3 tricky words		
Capital letters	Write phase 3 tricky words		
	Phonetically plausible attempts to write words		

**\*Steps taken from Development Matters 2023, Little Wandle Handwriting and Letter-Join**

[https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE\\_Development\\_Matters\\_Report\\_Sep2023.pdf](https://assets.publishing.service.gov.uk/media/64e6002a20ae890014f26cbc/DfE_Development_Matters_Report_Sep2023.pdf)

[NST EYFS Assessment Framework.docx](#)

<b>Two to Three Year Olds</b>
<b>Three to Four Year Olds</b>
<b>Four to Five Year Olds</b>