**Literacy- Writing- Skills Progression**

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| Literacy- Writing | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Opportunities for mark making and to give meaning to their marks.    Writing initial sounds.    Engage in name writing activities | Using some recognisable letters.    Write their own name.    Writing some CVC words e.g. for labels. | Begin to write some lowercase letters correctly.    Writing some of the phase 2 tricky word.    Write CVC words for captions e.g. red hat. | Form some lower-case letters correctly.    Spell Phase 2 and some phase 3 tricky words.    Write words, labels and captions using phase 2 and 3 sounds. | Write phonetically plausible short sentences.    Beginning to use a capital letter, full stops and finger spaces. | To form lowercase and capital letters correctly.  To write sentences using a capital letter, finger spaces and full stop.  To spell some taught tricky words correctly  Re-read what they have written to check that it makes  sense |
| **Cognitive Load Theory and writing**  ‘Cognitive load’ is the amount of information processing required to complete a learning task. When asked to write a sentence, there is a lot of information to deal with. The load placed can affect the ability to process new information and to construct knowledge in long-term memory. A high cognitive load puts pressure on working memory, making information more difficult to attend to, rehearse and remember. Because working memory is fragile, with a limited capacity and duration, transfer of information from short-term to long-term memory is essential for learning to occur. With this is mind, children should only be asked to write sentences when they have a secure and sufficient knowledge of letter-sound correspondences. | | | | | |

Whilst this progression grid sets out skills into half term blocks, teacher’s should ensure that children make progress from their own unique starting point.