



Marsden Infant & Nursery School

Progression for Writing a Sentence

For scaffolding support in EYFS/Year 1 and children working below ARE.

If children working below ARE above Year 1, start with stage 4 and work backwards to see what level of support they need.

This progression document aligns with the DfE Writing Framework and supports children in EYFS, KS1 and those working below age-related expectations. It demonstrates a clear, cumulative approach to teaching children to generate, hold and write a sentence through the systematic removal of scaffolds.

Key principles from the DfE Writing Framework:

- Writing is taught through explicit instruction and modelling
- Children rehearse sentences orally before writing
- Transcription (spelling and handwriting) is taught alongside composition
- Practice is carefully scaffolded and gradually released

Stage	Adult input and scaffold	Child learning behaviours	Outcome
Stage 1 (Full Scaffold)	• The dictated sentence is planned with consideration of phonetic ability. • Shared oral rehearsal • Adult explicitly models sentence, using segmenting fingers and talking through process. • Letter formation and spacing is modelled. • Give phoneme-by-phoneme spelling support as children write (segmenting fingers). Teacher supports recall of correct grapheme. • Children prompted to use finger spaces	• Repeat the sentence aloud. Count words on fingers with adult. • Segment words before writing. • Write with direct support. • Focus is on their transcription.	• Sentence is written through co-construction. • Meaning is retained.



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	and letter formation as they write.		
Stage 2 (Supported)	• Sentence is dictated. (can be re played through digital equipment) • Oral rehearsal prompted by adult. • Verbal reminders for segmentation and spelling. • • No visual model as standard but adult responds to misconceptions as they arise, and models' graphemes, tricky words etc as needed.	• Rehearse the sentence aloud. • Independently segment the words. • Attempt spelling using phonics.	• Complete sentence written with prompts. • Capital letters and spacing emerging
Stage 3 (Reduced Scaffold)	• Sentence is dictated once. • Reminder prompts only (reread, check). • Feedback after writing.	• Internal rehearsal • Independent segmentation and spelling by child/ren. • Increased fluency	• Coherent sentence written independently. • Mostly accurate transcription
Stage 4 (Independent).	• Writing purpose is provided. • No sentence is given. • Editing discussed after writing.	• Generate their own sentence orally. • Hold sentence in their memory. • Reread and edit	• Independent, fluent sentence • Accurate punctuation and sense