|   E**YFS Progression of skills – Writing**    |
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| **Three- Four Years** . Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Writing.3-4 • Write some or all of their name. Writing.3-4 . Write some letters accurately. Writing.3-4 **Handwriting - PD**  .Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4 .Show a preference for a dominant hand. PD FMS.3-4 | **Reception** . Form lower-case and capital letters correctly. Writing-Reception . Spell words by identifying the sounds and then writing the sound with letter/s. Writing-Reception . Re-read what they have written to check that it makes sense. Writing-Reception . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Writing Reception **Handwriting - PD**  Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS - Reception Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS - Reception. | **Writing- ELG** . . Write recognisable letters, most of which are correctly formed. Writing-ELG • Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG • Write simple phrases and sentences that can be read by others. Writing-ELG **Handwriting - PD**  . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG  |
| **Early Steps** **Skills** **Making** **Marks**  | I explore making marks, but I do not communicate meaning. Random scribbling. | I draw basic pictures.I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.   | I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name   | I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory   | I use letter strings which travel from left to right and top to bottom. I attempt to ‘read’ my writing.   | I write letters with spaces between them to resemble the idea of words. | I copy words that I see in the environment around me. I often do not know what the words say.   |

| **Developing Writing** **Words**  | I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name   | I can hear initial sounds in words and write the letters down to match. c - cat d- dog p - pig | I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right.  muy - mummy  pto - potato  sbr - strawberry | I can spell out and write down vc cvc words by matching letters and sounds, using Fred Fingers. at in up cat dog pig | I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into | I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure. Expected | I write more challenging words with a sound knowledge. I use different spelling choices and more syllables. Plausible attempts Red words (CEWs) Adjacent consonants Alternative graphemes Split digraphs- home make  Challenge |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Developing Writing** **Sentences**  | I can formulate and say a simple sentence for writing. | I can orally compose a sentence and hold it in my memory before I start to write it.    Repeats & recalls | I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words.   | Begins to be readable to others. Start to put finger spaces between my words and to use known words. I start to read my sentence. Expected  | I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence. |
| **Text forms and** **purposes**  | I attempt to write simple labels. | I can write simple labels | I can write simple lists. | I can write short captions and messages. I can write lists, greeting cards and menus. | I can write a caption tomatch a picture Expected  | I can write more than one sentence about a picture | I can write at length(i.e. a well-known story). |
| **READINESS FOR YEAR ONE:**• Hold pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. • Write simple sentences that can be read by others (including the use of some finger spaces) • Start to develop an understanding of capital letters and full stops • Begin to use digraphs when spelling • Begin to spell some red words accurately |