| 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 |
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| **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 | | | | | | | |