

Birth to 2years

Looks at the book as they are read to by an adult.

2-year-olds	Au. 1	Copy finger movements and other gestures. Join in Dough Disco if ready
	Au. 2	Enjoy drawing freely. Join in Squiggle Wiggle if ready
	Sp. 1	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
	Sp. 2	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo
	Su. 1	Make marks on their picture to stand for their name.
	Su. 2	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.

3-year-olds	Au. 1	Can draw a straight line. Begin Dough Disco
	Au. 2	Can draw curved lines in both clockwise and anti-clockwise directions. Begin Squiggle Wiggle
	Sp. 1	Ascribes meanings to marks during play
	Sp. 2	Responds to focus texts through mark making. Begin name writing if ready.
	Su. 1	Ascribes meanings to marks. Begin forming RWI sounds if ready.
	Su. 2	Beginning to record some sounds in sequence.

4-year-olds	Au. 1	<p>Writes their name - copying it from a name card or trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make.</p> <p>Forming the basic understanding of compositional skills through talk - to organise my play and describe events and special occasions.</p> <p>Orally segment simple words e.g. cat, dog. Write their name copying it from a name card or trying to write it from memory.</p> <p>Know that words around me mean something and can be written by my classroom adults and me. Notices the direction English is written - left to right and top to bottom. Children draws lines and circles, basic shapes and pictures. Children writing their name with the beginning of some correct formations.</p>
	Au. 2	<p>Continuing to develop a phoneme / grapheme relationship. Now has increasing control when making marks and drawing. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Uses some recognisable letters and own symbols such as their name or some initial sounds.</p> <p>Understands that thoughts and stories can be written down from what has been modelled to them. Use talk to link ideas during conversation and play as well as clarify their thinking and feelings.</p> <p>Orally spell VC and CVC words by identifying the sounds. Write their own name.</p> <p>Children form letters from their name mostly correctly. Children understand that we write from left to right and top to bottom. Children using 'pinch and flick' as a method to hold their pencil in a supportive grip for effective writing.</p>
	Sp. 1	<p>Children recording letters for initial sounds and end sounds. Children building and recording simple CVC words.</p> <p>Orally sounding out CVC words. Breaking down words to ensure they've remembered all of the sounds.</p> <p>Sounding out to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Children are beginning to show a dominant hand. Children begin to form more recognisable letters – although they may not 'start' in the correct place..</p>
	Sp. 2	<p>Children build CVC, CVCC words using known graphemes. Children recording these. Use writing in their play. Some children moving onto caption writing if ready.</p> <p>Orally compose a caption and hold it in memory before attempting to write it.</p> <p>Sounding out to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes.</p> <p>Children can spell some tricky words e.g. the, to, no, go* independently.</p> <p>Children hold their pencil effectively to form recognisable letters. Children building a repertoire of correct formations through weekly handwriting formation lessons.</p>
	Su. 1	<p>All children being exposed to caption writing and simple sentence writing and extended to copy or create a simple caption e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.</p> <p>Write a simple sentence. Firstly focusing on including finger spaces.</p> <p>Sounding out to write VC, CVC and CVCC words independently using Phase 2 and Phase 3 graphemes.</p> <p>Children can spell some tricky words e.g. the, to, no, go* independently.</p> <p>Children now form most lower-case letters correctly, starting and finishing in the right place. Children are beginning to include spaces between words.</p>
	Su. 2	<p>Children writing for a range of purposes e.g. non-fiction and fiction writing. Write short sentences sometimes using finger spaces, capital letters and full stops.</p> <p>Write sequenced simple sentences with some finger spaces – working towards including a capital letter and full stop.</p> <p>Make phonetically plausible attempts when writing unknown words that cannot be sounded out with only Phase 2 and 3 knowledge. Spelling Phase 4 words if ready.</p> <p>Spell tricky words e.g., he, she, we, be, me* independently.</p> <p>Children using a tripod grip to confidently write letters that can be clearly recognised. Children are forming some capital letters correctly.</p>

Early Learning Goal

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.