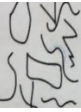

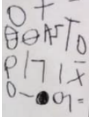
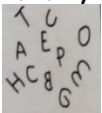
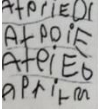
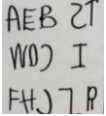
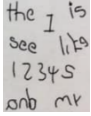
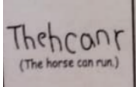
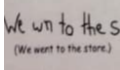
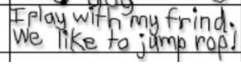
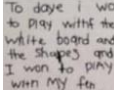
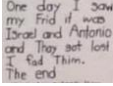




# EYFS Progression of skills and assessment checkpoints - Writing

<p><b>Birth-Three</b>          -Enjoy drawing freely.          -Add some marks to their drawings, which they give meaning to. For example: "That says mummy."          -Make marks on their picture to stand for their name.</p> <p><b>Handwriting</b>          . Develop manipulation and control. PD.FMS.B-3          . Explore different materials and tools. PD.FMS.B-3</p>	<p><b>Three- Four Years</b>          . 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. <b>Writing.3-4</b>          . Write some or all of their name. <b>Writing.3-4</b>          . Write some letters accurately. <b>Writing.3-4</b></p> <p><b>Handwriting</b>          .Use a comfortable grip with good control when holding pens and pencils. <b>PD FMS.3-4</b>          .Show a preference for a dominant hand. <b>PD FMS.3-4</b></p>	<p><b>Reception</b>          . Form lower-case and capital letters correctly. <b>Writing-Reception</b>          . Spell words by identifying the sounds and then writing the sound with letter/s. <b>Writing-Reception</b>          . Re-read what they have written to check that it makes sense. <b>Writing-Reception</b>          . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <b>Writing-Reception</b></p> <p><b>Handwriting</b>          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. <b>PD.FMS - Reception</b>          Develop the foundations of a handwriting style which is fast, accurate and efficient. <b>PD.FMS - Reception.</b></p>	<p><b>Writing- ELG .</b>          . Write recognisable letters, most of which are correctly formed. <b>Writing-ELG</b>          . Spell words by identifying sounds in them and representing the sounds with a letter or letters. <b>Writing-ELG</b>          . Write simple phrases and sentences that can be read by others. <b>Writing-ELG</b></p> <p><b>Handwriting</b>          . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. <b>FMS-ELG</b></p>
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<p><b>Early Steps</b>  <b>Making Marks</b></p>	<p>I explore making marks, but I do not communicate meaning. Random scribbling.</p> 	<p>I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing. I assign meaning to the marks</p> <p><b>Attempts to write name</b></p> 	<p>I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning.</p> <p><b>Writes name from memory</b></p> 	<p>I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p> 	<p>I write letters with spaces between them to resemble the idea of words.</p> 	<p>I copy words that I see in the environment around me. I often do not know what the words say.</p> 
<p><b>Developing Writing</b>  <b>Words</b></p>	<p>I am beginning to hear initial sounds and attempt to write these down.  <b>m - mum</b>  <b>letter for name</b></p>	<p>I can hear initial sounds in words and write the letters down to match.  <b>c - cat</b>  <b>d- dog</b>  <b>p - pig</b></p>	<p>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.  <b>muy - mummy</b>  <b>pto - potato</b></p>	<p>I can spell out and write down vc cvc words by matching letters and sounds.  <b>at in up</b>  <b>cat</b>  <b>dog</b>  <b>pig</b></p>	<p>I can write High Frequency decodable and tricky words from memory.  <b>mum dad. and can</b>  <b>I go to the no into</b></p>	<p>I can spell out words with consonant clusters, vowel digraphs and trigraphs.  <b>buzz fill. mess</b>  <b>ship. chip thing rush</b>  <b>boat sheep now soil</b>  <b>chair night. Pure.</b></p>	<p>I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Phase 5-I use different spelling choices and more syllables. Plausible attempts</p>

			<b>sbr - strawberry</b>				<b>Phase 2, 3 and 4 HF words</b> <b>Adjacent consonants</b> <b>Alternative graphemes</b> <b>Split digraphs- home make</b>
<b>Developing Writing Sentences</b>	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.  <b>Repeats &amp; recalls</b>	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. 	I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence. 	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. 	I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings. 	I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation. 
<b>Text forms and purposes</b>	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 captions I can write instructions. I can write postcards.	I can write simple stories with a beginning, middle and end. I can write a letter.	I can write stories with narratives and storytelling language. I can write at length.