
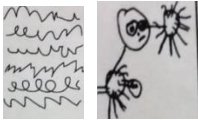
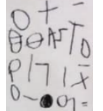
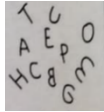
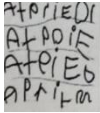
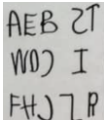
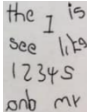
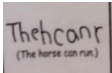
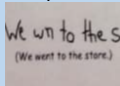
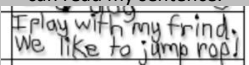
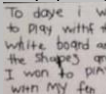
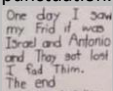


EYFS Progression of skills and assessment checkpoints - Writing

Birth-Three		Three- Four Years		Reception		Writing- ELG .	
<p>-Enjoy drawing freely.</p> <p>-Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>-Make marks on their picture to stand for their name.</p> <p>Handwriting</p> <p>. Develop manipulation and control.</p> <p>. Explore different materials and tools.</p>		<p>. 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.</p> <ul style="list-style-type: none"> • Write some or all of their name. <p>. Write some letters accurately.</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. 		<p>. Form lower-case and capital letters correctly.</p> <p>. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>. Re-read what they have written to check that it makes sense.</p> <p>. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Handwriting</p> <ul style="list-style-type: none"> • 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 • Develop the foundations of a handwriting style which is fast, accurate and efficient. 		<p>. Write recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> • 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. <p>Handwriting</p> <p>. Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</p>	
Early Steps	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	I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning.	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.
Making Marks			Attempts to write name 	Writes name from memory 			
Developing Writing	I am beginning to hear initial sounds and attempt to write these down.	I can hear initial sounds in words and write the letters down to match.	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.	I can spell out and write down cvc words by matching letters and sounds.	I can write High Frequency decodable and Red Words from memory.	I can spell out words with consonant clusters, vowel digraphs and trigraphs.	I write more challenging words with a sound knowledge of Set 1 and 2 (RWI).
Words	m - mum letter for name	c - cat d - dog p - pig	muy - mummy pto - potato sbr - strawberry	at in up cat dog pig	mum dad. and can I the my go to no	buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.	- Red and Green Story Words (Set 1 and 2). Adjacent consonants
Developing Writing	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.	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. Most sentences have the correct beginning and end punctuation.
Sentences		Repeats & recalls		ELG 	Year 1 		
Text forms and purposes	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	ELG I can write short captions and messages. I can write lists, greeting cards and menus.	Year 1 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.

Tracking Key	Baseline	End of Autumn Term	End of Spring Term	End of Summer Term			
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