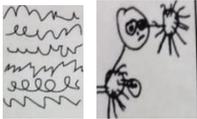
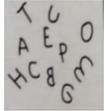
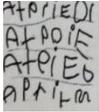
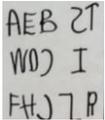
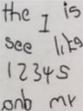
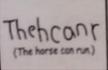
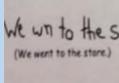
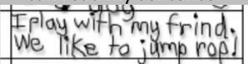
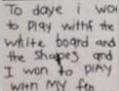
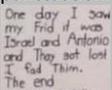


## EYFS Progression of skills and assessment checkpoints - Writing

<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. <b>Handwriting</b> . Develop manipulation and control. . Explore different materials and tools.		<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. • Write some or all of their name. . Write some letters accurately. <b>Handwriting</b> • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.		<b>Reception</b> . Form lower-case and capital letters correctly. . Spell words by identifying the sounds and then writing the sound with letter/s. . Re-read what they have written to check that it makes sense. . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <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 • Develop the foundations of a handwriting style which is fast, accurate and efficient.		<b>Writing- ELG .</b> . 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. <b>Handwriting</b> . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.	
<b>Early Steps</b>	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 <b>Attempts to write name</b>	I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. <b>Writes name from memory</b>	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.
<b>Making Marks</b>							
<b>Developing Writing</b>	I am beginning to hear initial sounds and attempt to write these down. <b>m - mum</b> <b>letter for name</b>	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>	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> <b>sbr - strawberry</b>	I can spell out and write down cvc words by matching letters and sounds. <b>at in up</b> <b>cat</b> <b>dog</b> <b>pig</b>	I can write High Frequency decodable and Red Words from memory. <b>mum dad. and can</b>  <b>I the my go to no</b>	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>	I write more challenging words with a sound knowledge of Set 1 and 2 (RWI).  <b>Red and Green Story Words (Set 1 and 2).</b> <b>Adjacent consonants</b>
<b>Developing Writing</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. 	Year 1 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. 
<b>Text forms and purposes</b>	I attempt to write simple labels.	I can write simple labels	I can write simple lists.	Year 1 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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