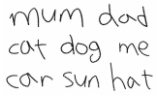
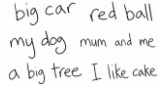
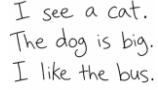
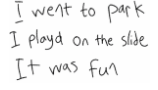


EYFS PROGRESSION OF SKILLS AND ASSESSMENT CHECKPOINTS - WRITING

Birth-Three -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. Handwriting . Develop manipulation and control. PD.FMS.B-3 . Explore different materials and tools. PD.FMS.B-3		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 .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 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 (independently or guided) Writing-ELG Handwriting . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG	
Early Steps Making Marks Composition	I can explore making marks using different tools and materials. I can make marks using different movements. I can notice the marks that my movements create. I can enjoy experimenting with drawing and mark making.	I can make different types of marks, such as lines, circles and shapes. I can begin to control the direction and movement of my marks. I can use marks when drawing and creating pictures. I can choose different tools	I can give meaning to the marks I make. I can talk about my drawing or mark making. I can use marks to represent people, objects, ideas or experiences. I can tell someone what my marks or pictures mean. Meaningful marks	I can make marks with an intention to communicate something. I can use marks to represent a message or idea. I can use marks during my play for a purpose. I can talk about what I want my marks to say. Letter like forms / groups of letter	I can make marks that resemble writing. I can use lines, shapes and symbols to represent writing. I can begin to make marks from left to right. I can distinguish between drawing and writing. I can pretend to read back what I have written.	I can use shapes and symbols that resemble letters. I can include some recognisable letters in my mark making. I can use letters that are familiar to me, such as letters from my name. I can attempt to write my name. I can use a mixture of marks, symbols and	I can use recognisable letters when I want to write. I can use my knowledge of print and letters in my early writing. I can make purposeful attempts to write words. I can use writing within my play, such as making labels, lists, signs or messages. I can talk about and read back what I have written.

	Random scribbling 	and materials for mark making. Symbolic mark making 			Word Representation 	letters to communicate meaning. Early letter and sound representation 	Purposeful early writing
Transcription	I can hear the initial sound in a word. I can say the sound I can hear. I can write a letter to represent the initial sound in a word. m - mum letter for name	I can orally segment simple words into sounds. I can hear more than one sound in a word. I can write letters to represent some of the sounds I hear. I am beginning to record sounds in the order I hear them. c - cat d- dog p - pig	I can segment VC and CVC words into sounds. I can represent the sounds I hear with letters. I can write simple words using taught letter-sound correspondences. I can write the sounds in the correct sequence. at in up cat dog pig	I can identify the sounds in spoken words I want to write. I can represent sounds using a letter or group of letters I have been taught. I can use taught digraphs and trigraphs when writing words. I make phonically plausible attempts when spelling unfamiliar words. muy - mummy pto - potato sbr - strawberry	I can use my taught phonics knowledge when spelling words. I can represent adjacent consonants in words. I can use taught digraphs and trigraphs in my spelling. I can write longer or more complex words using GPCs I know. buzz fill. mess ship chip thing rush boat sheep now soil chair night pure	I can spell an increasing number of familiar words from memory. I can use tricky/common exception words in my writing that I have been taught. I can make plausible spelling choices for unfamiliar words. I can use my phonics knowledge independently when I am writing. mum dad I go to the no into	I can segment the words in a phrase or sentence into sounds. I can represent the sounds I hear with appropriate letters or groups of letters. I can write familiar words from memory (independently or guided).. I can make plausible spelling choices for unfamiliar words (independently or guided).. I can use my phonic knowledge to spell words when writing simple phrases and sentences so that my writing can be read by another person (independently or guided)

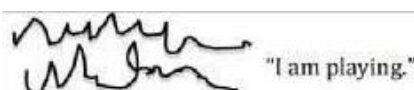
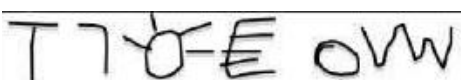
							a red hat the cat is big I can jump
Developing Writing	I can make marks and scribbles. I can give meaning to some of the marks I make. I can talk about what my marks represent	I can make marks to communicate an idea or message. I can use marks alongside my drawings. I can use shapes and symbols to represent writing. I can tell someone what my marks say.	I can make marks that resemble writing. I can use letter-like forms and some recognisable letters. I can use groups of letters or letter-like forms to represent writing. I can begin to distinguish between drawing and writing.	I can use known letters to represent words. I can use letters to represent some of the sounds I hear. I can begin to write recognisable words. I can read back what I have written.	I can write simple words using the sounds I know. I can write a simple label or caption. I can combine words to communicate an idea. I can begin to leave spaces between words. My writing is increasingly readable by others.	I can write a simple sentence that has been dictated or developed with support. I can write words in the correct order. I can use spaces between words. I can begin to use a capital letter and full stop. I can reread my writing. My sentence can be read by another person.	I can compose and write a simple sentence (independently or guided). I can write more than one sentence about the same idea (independently or guided). I can use spaces and simple punctuation with increasing independence (independently or guided). I can use <i>and</i> to connect ideas (independently or guided). I can reread my writing and make changes when needed (independently or guided).
Sentences							
This is a curriculum progression for developing sentence writing. It is not an assessment checklist for achieving the Writing ELG. Children do not need to demonstrate every stage of this progression to meet the Writing ELG.							

Text forms and purposes	I can make marks during my play. I can give meaning to the marks I make. I can use marks to represent something. I can make marks because I want to communicate an idea or message.	I can use marks, symbols and letters within my play. I can make pretend writing for a familiar purpose. I can explain what my writing says or means. I can choose to use writing as part of my play.	I can create a label for something I have made. I can write a simple caption. I can make a sign to communicate a message. I can use words and short phrases for a purpose.	I can write a simple list. I can write a message for someone. I can create a card or note. I can begin to think about who will read my writing. I can include information that is useful to the reader.	I can explore writing that tells someone what to do. I can record simple instructions or steps. I can write information about something I know. I can begin to organise my writing to suit its purpose. I can use appropriate vocabulary for what I am writing.	I can use writing to record an experience or event. I can create writing based on a familiar story. I can use pictures, words and sentences to tell a story. I can begin to sequence my ideas. I can think about what I want the reader to know.	I can choose to write for different purposes. I can adapt my writing for different purposes and readers. I can organise and develop my ideas across a short piece of writing with support. I can sustain my writing when I have something I want to communicate.
Story Mapping	I can listen to and enjoy familiar stories. I can join in with repeated words, phrases and actions. I can talk about characters and events in a familiar story. I can use props or pictures to help me retell parts of a story. □	I can retell parts of a familiar story in my own words. I can use pictures, props and actions to help me remember what happens. I can talk about what happens at the beginning and end of a story. I can begin to put familiar events in order.	I can use drawings, marks and symbols to represent parts of a story. I can draw important characters, settings or events. I can explain what the marks and pictures on my story map mean. I can use my map to help me remember a story.	I can represent key events from a familiar story in order. I can show a beginning, what happens next and an ending. I can use pictures, marks, symbols and some words on my story map. I can follow my story map as I orally retell the story. I can use simple sequencing	I can add labels, words or short phrases to my story map. I can record important characters, settings and events. I can use familiar story language when retelling. I can use my story map to help me orally compose ideas for writing. I can make changes or	I can use a familiar story structure to create my own ideas. I can change a character, setting or event in a familiar story. I can create a story map to show my ideas. I can sequence my ideas so that my story makes sense. I can use my story map to orally	I can create a simple story map for my own story. I can use my story map to organise and sequence my ideas. I can orally rehearse what I want to say before writing. I can use my story map to support sentence writing (dictated or independently). I can develop a simple narrative with a beginning, middle and end.

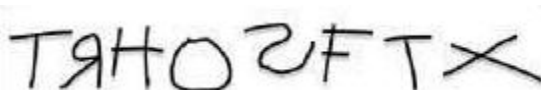
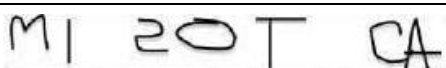
				language such as <i>first, next, then</i> and <i>finally</i> .	additions to my map.	rehearse my story.	I can return to my story map to help me remember and develop my ideas.
Drawing, Storytelling & Writing	I can use stories, traditional tales, animations or other engaging stimuli. I can talk about characters, settings and events and develop vocabulary.	I can draw characters, settings or imagined events and talk about their drawings, giving meaning to what they've created.	I can add marks, symbols, labels, codes, words or phrases to their drawings. The writing has a genuine purpose within what they've imagined.	I can invent something new, perhaps a different character, setting, object or event and explain what happens. They can add labels, captions and phrases as appropriate.	I can use drawings/story maps to sequence their ideas and orally rehearse what happens. I am ready to turn those ideas into sentences.	I can independently develop characters, settings and events, organise their ideas and use drawing/story mapping to support increasingly sustained writing.	
Using Writing Lines & Handwriting Paper	I can make marks freely across a page. I can explore writing on different sizes and types of paper.	I can begin to place my marks and writing intentionally on the page. I can begin to move across the page from left to right.	I can begin to position letters and writing on or near a line. I can follow a line from left to right.	I can write letters and words on a line. I can begin to control the size of my letters. I can leave spaces between words.	I can position most of my letters correctly on the line. I can use the lines to help me control letter size. □	I can use handwriting lines with increasing control. I can keep my letter size increasingly consistent.	I can position letters appropriately in relation to the line. I can maintain increasingly consistent letter size and spacing.
This progression represents the development of writing across the Reception curriculum and should not be used as a checklist for achieving the Writing ELG. Children do not need to demonstrate every skill within the progression to be assessed as meeting the Writing ELG. When assessing the Writing ELG, children are not required to compose phrases or sentences independently. Dictated and guided writing can contribute to the teacher's best-fit judgement. Children who are ready should continue to develop independent composition and more complex writing beyond the requirements of the ELG.							

Developmental Stages of Writing

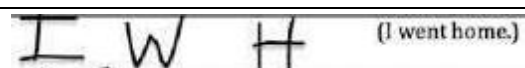
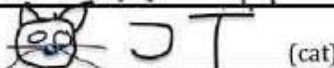
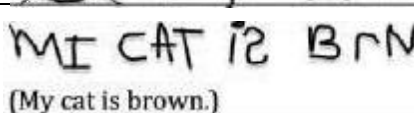
Pre-Literate

Scribble stage – Starting point any place on the page, resembles drawing large circular strokes and random marks that do not resemble print or communicate a message.	
Symbolic stage – Starting point any place on the page, pictures or random strokes/marks with an intended message.	
Directional scribble – Scribble left to right direction, linear, intended as writing that communicates a meaningful message/idea.	
Symbolic/Mock Letters – Letter like formations, may resemble letters but it isn't intentional, interspersed with numbers, spacing rarely present.	

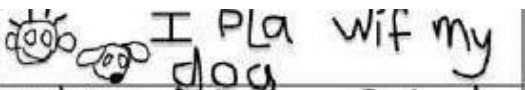
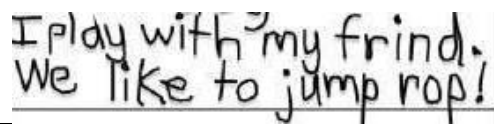
Emergent

Strings of Letters – Long strings of various letters in random order, may go left to right, use letter sequence perhaps from name, usually uses capital letters, may write same letters in many ways.	
Groups of letters – groupings of letters with spaces in between to resemble words.	
Labelling pictures – matching beginning sounds with the letter to label a picture	
Environmental Print – copies letters/words from environmental/classroom print, reversals common, uses a variety of resources to facilitate writing.	

Transitional

Letter/ Word Representation – Uses first letter sound of word to represent entire word, uses letter sound relationships	
First/Last Letter Representation – Word represented by first and last letter sound.	
Medial letter sounds – Words spelt phonetically (BME), attempts medial vowels, uses some known words, more conventionally spelt words, one letter may represent one syllable, attempts to use word spacing, readable.	

Fluent

Beginning Phrase Writing – using all of the above skills to construct phrases that convey a message connected to their illustration	
Sentence Writing – Construction of words into sentence formation, maybe multiple sentences, writing is readable, may use punctuation, known words spelt correctly, BMW with detail.	
Six traits of writing – Pupils use six traits of writing – conventions, organisation, voice, ideas, words choice, sentence fluency.	