
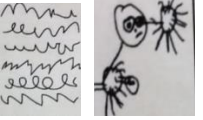
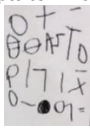
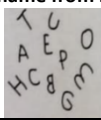
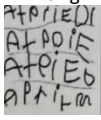
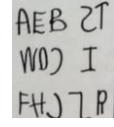
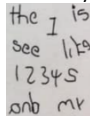


EYFS Progression of skills and assessment checkpoints - Writing

<p>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</p>		<p>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</p>		<p>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.</p>		<p>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. Writing-ELG Handwriting . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG</p>	
<p>Early Steps Making Marks</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 Attempts to write name</p> 	<p>I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory</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>Developing Writing Words</p>	<p>I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name</p>	<p>I can hear initial sounds in words and write the letters down to match. c - cat d - dog p - pig</p>	<p>I can orally segment words using the sounds I have learnt. cat dog pig</p>	<p>I can orally segment and write cvc words using the spellings for the sounds I have taught. Grown up to dictate I go to the no into Cat dog pig</p>	<p>I can write the tricky words I have been taught from memory. Grown up to dictate I go to the no into</p>	<p>I can orally segment and write words containing the digraphs I have learnt. Grown up to dictate Ship, this, goat</p>	<p>I can independently write words containing all of the spellings for the sounds I have been taught.</p>
<p>Developing Writing Sentences</p>	<p>I can use words to explain a given picture. A phrase</p>	<p>I can use words to explain a picture that I have drawn (e.g. red ball) A phrase</p>	<p>I can formulate and say a simple sentence. (the ball is red)</p>	<p>I can repeat a two-word phrase then write it using the spellings for the sounds I have been taught. I can use a finger space between words E.g. red bat</p>	<p>I can repeat a dictated phrase then write it using the spellings for the sounds and tricky words I have been taught. I can use finger spaces between words E.g. the big bus</p>	<p>I can repeat a dictated simple sentence then write it using the spellings for the sounds and tricky words I have been taught. The sentence can be read back by myself and others. The big dog can sit</p>	<p>I can independently orally rehearse then write a simple sentence using the spellings for the sounds and tricky words I have been taught. The sentence can be read back by myself and others. The big dog can sit.</p>
<p>Text forms</p>	<p>I can write my name</p>	<p>I can write a simple label</p>	<p>I can write a simple list</p>	<p>I can write short captions and messages.</p>	<p>I can write sentences</p>		