
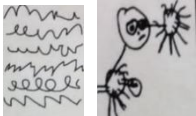
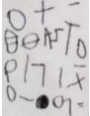
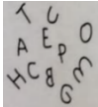
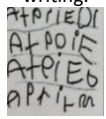
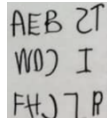
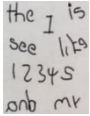
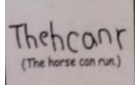
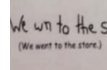
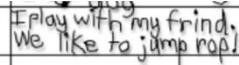


EYFS Progression of skills and assessment checkpoints - Writing									
Birth-Three -Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name. Handwriting . Develop manipulation and control. 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. 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	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 Attempts to write name 	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 	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. 		
Developing Writing Words	I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name	I can hear initial sounds in words and write the letters down to match. c - cat d - dog p - pig	I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig	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. muy - mummy pto - potato sbr - strawberry	I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into	I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.	I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Phase 2, 3 and 4 HF words Adjacent consonants		
Developing Writing Sentences	I can explain a picture (e.g. red ball)	I can say a sentence to match a picture (e.g. the boy kicks the ball)	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. Repeats & recalls	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. 		
Text forms and purposes	I can write my name	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 begin to write simple stories with a beginning, middle and end. I can write a letter.	I am beginning to use storytelling language based on stories I have learnt through Talk for Writing to re write familiar stories.		

Key Stage 1 Sentence Progression

Year 1		Year 2	
	Has at least one way of writing (grapheme) every sound (phoneme) they want to write		Can use adjectives to create a noun phrase
	Understands that we leave a finger space between each word		Can join two simple sentences using a coordinating conjunction
	Uses correct letter formation for all lower case letters		Knows to end a question sentence with a question mark
	Knows what a simple sentence is		Knows to use an exclamation mark at the end of an exclamation sentence
	Understands what a noun is		Can use adverbs to add information about when, where and how a verb is taking place
	Understands what a verb is		Can use 'when' adverbs to expand on the verb
	Knows how to form all uppercase letters		Can use 'how' adverbs to expand on the verb
	Knows that all sentences end with a full stop		Uses past and present tense correctly and consistently within a piece of writing
	Understands that all sentences start with a capital letter		Begins to use commas in a list of items
	Can use adjectives to describe a noun		Uses apostrophes to show possession and contraction
	Uses 'and' to join words		Can correctly use a subordinating conjunction to create complex sentences.
	Uses 'and' to join clauses		Can use 'where' adverbs (prepositions) to expand on the verb
	Building an understanding of how to use question marks and exclamation marks correctly		Begins to use paragraphs to group related material
			Uses inverted commas to punctuate direct speech