

- For all children to have secured letter and number formation and use these in a written or number sentence
 - For all children to be able to recognise, write their name and form simple sentences

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.

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**

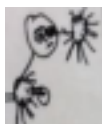
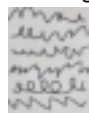
Early Steps

Making Marks

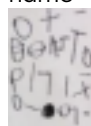
I explore making marks, but I do not communicate meaning. Random scribbling.



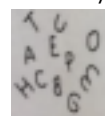
I draw basic pictures. I use lines to look like writing. Scribble writing
Left to right direction
I begin to assign meaning.



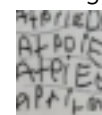
I write symbols and shapes that look like writing. I assign meaning to the marks
Attempts to write name



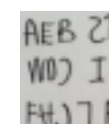
I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory



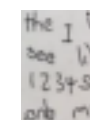
I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.



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

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

I can spell out and write down vc cvc words by matching letters and sounds. at in

I can write High Frequency decodable and tricky words from memory.

I can spell out words with consonant clusters, vowel digraphs and

I write more challenging words with a sound knowledge of

			lines			
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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.