

EYFS Skills Progression - Writing

Link(s) to EYs Curriculum Ambition(s):

- 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. **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

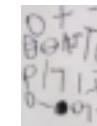
I explore making marks, but I do not communicate meaning. Random scribbling.



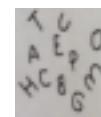
I draw basic pictures. I use lines to look like writing. Scribble writing
Left to right direction
I begin to assign meaning.



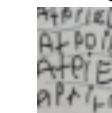
I write symbols and shapes that look like writing. I assign meaning to the marks
Attempts to write name



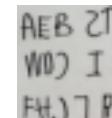
I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory



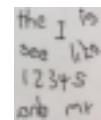
I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.



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

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

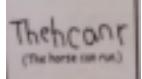
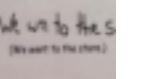
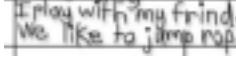
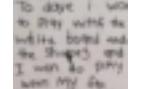
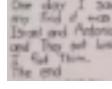
I can spell out and write down vc cvc words by matching letters and sounds. at in

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

	write these down. m - mum letter for name	c - cat d - dog p - pig	sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy pto - potato sbr - strawberry	up cat dog pig	mum dad. and can I go to the no into	trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.	Phase 2, 3 and 4 phonics. Phase 5-I use different spelling choices and more syllables. Plausible attempts Phase 2, 3 and 4 HF words Adjacent consonants Alternative graphemes Split digraphs- home make
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Developing Writing Sentences	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. 	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 using real spellings and silent letters. Most sentences have the correct beginning and end punctuation. 
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Text forms and purposes	I attempt to write simple labels.	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 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.
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Handwriting Paper	I use blank paper and sheets. I use big movements.	I use wide-spaced handwriting paper with one thick baseline. I practise large letters	I use two-line paper with a top and bottom line. I can write letters between the	I can use three-lined handwriting paper - top, middle and bottom line. I can show tall letters extending up and descenders going down. I use a tripod grip when writing.	I can use narrower three lined paper to improve fine motor control and neatness.	I can use standard lined paper with standard single lines and still continue to show clear ascenders and descenders.
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			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.