

## EYFS Progression of skills – Writing

### 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 - PD

- 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

Birth to three is in purple

### 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 - PD

- 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

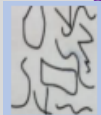
#### Handwriting - PD

- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG

### Early Steps

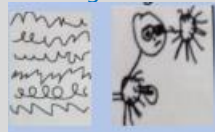
#### Making Marks

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



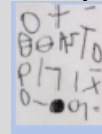
(birth to 3/3-4)

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



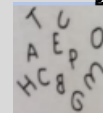
- I write symbols and shapes that look like writing. • I assign meaning to the marks

#### Attempts to write name

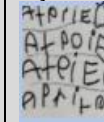


- I write random letters but there is no connection between letters and sounds.
- I talk about my writing and give meaning.

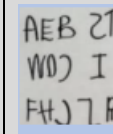
#### Writes name from memory



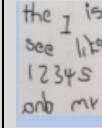
- I use letter strings which travel from left to right and top to bottom.
- I attempt to 'read' my writing.

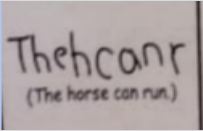
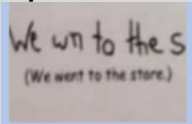


- I write letters with spaces between them to resemble the idea of words.
- I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed



- I copy words that I see in the environment around me.
- I often do not know what the words say.



<p><b>Developing Writing Word</b></p>	<ul style="list-style-type: none"> <li>I am beginning to hear initial sounds and attempt to write these down.</li> </ul> <p><b>m - mum letter for name</b></p> <p><b>(birth to 3/3-4)</b></p>	<ul style="list-style-type: none"> <li>I can hear initial sounds in words and write the letters down to match.</li> </ul> <p><b>c - cat</b></p> <p><b>d- dog</b></p> <p><b>p - pig</b></p>	<ul style="list-style-type: none"> <li>I can write short strings of letters to represent words.</li> <li>Two or three letters in sequence.</li> <li>Hearing /writing final sounds first and then medial.</li> <li>Left to right.</li> </ul> <p><b>muy - mummy pto - potato</b></p> <p><b>sbr - strawberry</b></p>	<ul style="list-style-type: none"> <li>I can spell out and write down vc cvc words by matching letters and sounds.</li> </ul> <p><b>at in up</b></p> <p><b>cat</b></p> <p><b>dog</b></p> <p><b>pig</b></p>	<ul style="list-style-type: none"> <li>I can write High Frequency decodable and tricky words from memory.</li> </ul> <p><b>mum dad and can I go to the no into</b></p>	<ul style="list-style-type: none"> <li>I can spell out words with consonant clusters, vowel digraphs and trigraphs.</li> </ul> <p><b>buzz fill mess ship chip thing rush boat sheep now soil chair night pure expected</b></p>	<ul style="list-style-type: none"> <li>I write more challenging words with a sound knowledge.</li> <li>I use different spelling choices and more syllables.</li> <li>Plausible attempts</li> </ul> <p><b>Tricky words (CEWs)</b></p> <p><b>Adjacent consonants</b></p> <p><b>Alternative graphemes</b></p> <p><b>Split digraphs - home make</b></p> <p><b>Challenge</b></p>
<p><b>Developing Writing Sentences</b></p>	<ul style="list-style-type: none"> <li>I can formulate and say a simple sentence for writing.</li> </ul> <p><b>(birth to 3/3-4)</b></p>	<ul style="list-style-type: none"> <li>I can orally compose a sentence and hold it in my memory before I start to write it.</li> </ul> <p><b>Repeats &amp; recalls</b></p>	<ul style="list-style-type: none"> <li>I can write a series of beginning letters and sounds for my phrase.</li> <li>There may be no spaces between words.</li> </ul> 	<ul style="list-style-type: none"> <li>Begins to be readable to others. Start to put finger spaces between my words and to use known words</li> <li>I start to read my sentence.</li> </ul> <p><b>Expected</b></p> 	<ul style="list-style-type: none"> <li>I can write short sentences with words with known sound-letter correspondences</li> <li>I can write a sentence with a full stop and capital letter.</li> <li>I can re-read it and check that it makes sense.</li> <li>Others can read my sentence.</li> </ul> 		
<p><b>Text forms and purposes</b></p>	<ul style="list-style-type: none"> <li>I attempt to write simple labels.</li> </ul>	<ul style="list-style-type: none"> <li>I can write simple labels</li> </ul>	<ul style="list-style-type: none"> <li>I can write simple lists.</li> </ul>	<ul style="list-style-type: none"> <li>I can write short captions and messages.</li> <li>I can write lists, greeting cards and menus.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a caption to match a picture.</li> </ul> <p><b>Expected</b></p>	<ul style="list-style-type: none"> <li>I can write more than one sentence about a picture.</li> </ul>	<ul style="list-style-type: none"> <li>I can write at length (i.e. a well-known story).</li> </ul>

**READINESS FOR YEAR ONE:**

- Hold pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way.
- Write simple sentences that can be read by others (including the use of some finger spaces)
- Start to develop an understanding of capital letters and full stops
- Begin to use digraphs when spelling
- Begin to spell some red words accurately