



DETERMINATION RESPECT EMPOWERMENT APPRECIATION MOTIVATION SAFETY

IF YOU CAN DREAM IT, YOU CAN DO IT!

Florence Melly Primary School EYFS Progression of skills and assessment checkpoints - 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

. 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.**

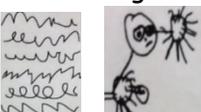
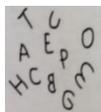
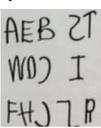
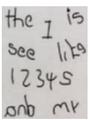
Writing- ELG .

. 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**

<p>Early Steps</p> <p>Making Marks</p> 	<p>I explore making marks, but I do not communicate meaning.</p> <p>Random scribbling.</p> 	<p>I draw basic pictures.</p> <p>I use lines to look like writing.</p> <p>Scribble writing</p> <p>Left to right direction</p> <p>I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing.</p> <p>I assign meaning to the marks</p> <p>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.</p> <p>Writes name from memory</p> 	<p>I use letter strings which travel from left to right and top to bottom.</p> <p>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.</p> <p>I often do not know what the words say.</p> 
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Developing Writing Words 	<p>I am beginning to hear initial sounds and attempt to write these down.</p> <p style="text-align: center;">m - mum letter for name</p>	<p>I can hear initial sounds in words and write the letters down to match.</p> <p>c - cat d- dog p - pig</p>	<p>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.</p> <p>muy - mummy pto - potato sbr - strawberry</p>	<p>I can spell out and write down vc cvc words by matching letters and sounds.</p> <p style="text-align: center;">at in up cat dog pig</p>	<p>I can write High Frequency decodable and tricky words from memory.</p> <p style="text-align: center;">mum dad. and can</p> <p style="text-align: center;">I go to the no into</p>	<p>I can spell out words with consonant clusters, vowel digraphs and trigraphs.</p> <p style="text-align: center;">buzz fill. mess ship. chip rush boat sheep chair night.</p>	<p>I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics.</p>
Developing Writing Sentences 	<p>I can formulate and say a simple sentence for writing.</p>	<p>I can orally compose a sentence and hold it in my memory before I start to write it.</p> <p style="text-align: center;">Repeats & recalls</p>	<p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words.</p>	<p>I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words.</p> <p style="text-align: center;">Begins to be readable to others.</p>	<p>I can write a simple phrase/sentence I can re-read it and check that it makes sense.</p>	<p>I can write with spaces between all the words in my sentences. I am using some red words and my phonics knowledge to write words and sentences.</p>	<p>I can write two or more phonetically decodable sentences I am beginning to use some capital letters/punctuation.</p>
Text forms and purposes	<p>I attempt to write simple labels.</p>	<p>I can write simple labels</p>	<p>I can write simple lists.</p>	<p>I can write short captions and messages.</p>	<p>I can write lists, greeting cards and menus.</p>	<p>I can write captions</p>	<p>I can write simple stories with a</p>



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						I can write instructions.	beginning, middle and end.
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