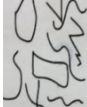

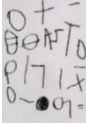
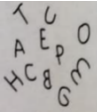
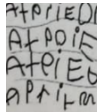
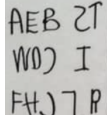
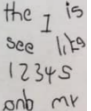
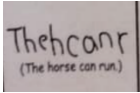
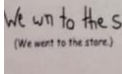
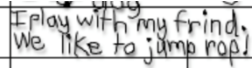
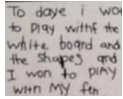
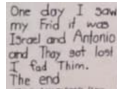


EYFS Progression of skills and assessment checkpoints - **Writing**

St Bridget's C of E

<p>Birth-Three</p> <ul style="list-style-type: none"> -Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. <p>For example: "That says mummy."</p> <ul style="list-style-type: none"> -Make marks on their picture to stand for their name. <p>Handwriting</p> <ul style="list-style-type: none"> . Develop manipulation and control. . Explore different materials and tools. 	<p>Three- Four Years</p> <ul style="list-style-type: none"> . 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. <ul style="list-style-type: none"> • Write some or all of their name. . Write some letters accurately. <p>Handwriting</p> <ul style="list-style-type: none"> .Use a comfortable grip with good control when holding pens and pencils. .Show a preference for a dominant hand. 	<p>Reception</p> <ul style="list-style-type: none"> . Form lower-case and capital letters correctly. . Spell words by identifying the sounds and then writing the sound with letter/s. . Re-read what they have written to check that it makes sense. . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <p>Handwriting</p> <p>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. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Writing- ELG .</p> <ul style="list-style-type: none"> . Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p>Handwriting</p> <ul style="list-style-type: none"> . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.
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<p>Early Steps</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. Scribble writing 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. 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. 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>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.</p> <p>Hearing /writing final sounds first and then medial.</p> <p>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>at in up cat dog pig</p>	<p>I can write High Frequency decodable and tricky words from memory.</p> <p>mum dad. and can</p> <p>I go to the no into</p>	<p>I can spell out words using my phonics knowledge and applying special friends from set one and two</p> <p>buzz fill. mess ship. chip thing, pink, sheep, play. night</p>	<p>I write more challenging words applying set 2 and 3 sounds and writing red words with accuracy</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>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>Begins to be readable to others.</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. Writing is readable. I start to read my sentence.</p> 	<p>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.</p> 	<p>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.</p> 	<p>I can write two or more sentences using accurate spellings and applying phonics sounds. Most sentences have the correct beginning and end 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. I can begin to write for other purposes.</p>	<p>I can write captions and sentences for a range of purposes eg list, letter, card,label,</p>	<p>I can independently choose to write for many purposes- list, letters,</p>	<p>I can add detail to my writing for example narrative, describing</p>

						postcards, instructions, simple stories.	words, sentence openers I can write at length.
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