



## 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

### 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

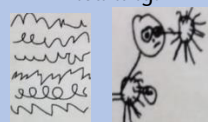
### Early Steps

#### Making Marks

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

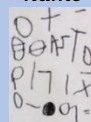


I draw basic pictures.  
I use lines to look like writing. Scribble writing  
Left to right direction  
I begin to assign meaning.



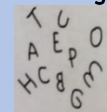
I write symbols and shapes that look like writing.  
I assign meaning to the marks

#### Attempts to write name



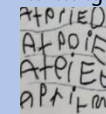
I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning.

#### Writes name from memory

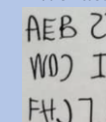


I use letter strings which travel from left to right and top to bottom.

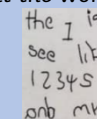
I attempt to 'read' my writing.



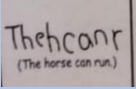
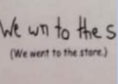
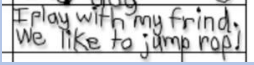
I write letters with spaces between them to resemble the idea of words.



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





<b>Developing Writing Words</b>	I am beginning to hear initial sounds and attempt to write these down. <b>m - mum</b> <b>letter for name</b>	I can hear initial sounds in words and write the letters down to match. <b>c - cat</b> <b>d- dog</b> <b>p - pig</b>	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. <b>muy - mummy</b> <b>pto - potato</b> <b>sbr - strawberry</b>	I can spell out and write down vc cvc words by matching letters and sounds, using Fred Fingers. <b>at in up</b> <b>cat</b> <b>dog</b> <b>pig</b>	I can write High Frequency decodable and tricky words from memory. <b>mum dad. and can</b> <b>I go to the no into</b>	I can spell out words with consonant clusters, vowel digraphs and trigraphs. <b>buzz fill. mess</b> <b>ship. chip thing rush</b> <b>boat sheep now soil</b> <b>chair night. Pure.</b>  <b>Expected</b>	I write more challenging words with a sound knowledge. I use different spelling choices and more syllables. Plausible attempts <b>Red words (CEWs)</b> <b>Adjacent consonants</b> <b>Alternative graphemes</b> <b>Split digraphs- home</b> <b>make</b>  <b>Challenge</b>
<b>Developing Writing Sentences</b>	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.  <b>Repeats &amp; recalls</b>	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. Start to put finger spaces between my words and to use known words. I start to read my sentence.  <b>Expected</b>		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. 	
<b>Text forms and purposes</b>	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 a caption to match a picture  <b>Expected</b>	I can write more than one sentence about a picture	I can write at length (i.e. a well-known story).

**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