

EYFS: Literacy: Writing

Child's name: _____

| Baseline Entry | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Literacy: Writing: 22-36 months | I may start to tell you about different marks i am making. I can hold a chunky crayon or paint brush etc and enjoy making marks that go up and down or round and round. I like to make marks alongside adults. |
| Literacy: Writing: 30-50 B | I am starting to enjoy using different media to make marks. (For example will not always use chalks or paints – messy play is great for this). |
| Literacy: writing: 30-50 B+ | I am experimenting with making marks using different media and I am starting to talk about my work with support. I may start imitating what adults do with mark making materials. |
| Literacy: writing: 30-50 W | I am beginning to tell you about my drawings and paintings, sometimes with support. I am making lines and marks that I want with a pencil. |
| Literacy: writing: 30-50 W+ | I can tell you about my drawings, paintings and I am beginning to tell you about what my 'writing' means. I am starting to tell you about marks in different places (eg. When you are writing a list I will tell you what I think it means) |
| Literacy: writing: 30-50 S | I sometimes give meaning to marks as I draw and paint. I can give meaning to marks I see in different places. Eg. I am making lines and marks using mark making materials. When you write my name, I can copy some of the letters by myself. |
| Literacy: writing: 40-60 B | I can tell you what the marks, shapes, letters and pictures I make mean (drawing, writing and painting). I am beginning to break the flow of speech into words. (when mark making, I leave spaces between my marks, representing 'words'). I know that when I say a word you can write it down and that the letters you use make up the word I have said |
| Literacy: writing: 40-60 B+ | I am working on hearing and saying the initial sounds in words. I am linking these initial sounds to the letter when writing. I am |

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| | beginning to form recognisable letters when writing my name and initial sounds. |
| Literacy: writing: 40-60 W | <p>I am working on segmenting the sounds in simple words and blending them together – when I do this I am trying to link these sounds to letters, representing some sounds correctly and sequence.</p> <p>My letter formation is improving, representing more letters correctly. I can read some words back to you.</p> <p>With support I can write labels and lists (for example in the shop role play).</p> |
| Literacy: writing: 40-60 W+ | <p>I can write simple, short captions like “my big car” or write captions to match photos from home or to tell you about my art work / creations such as junk modelling.</p> <p>Most of my letters are correctly formed and I am able to read my words back to you.</p> <p>I am using finger spaces between my words with some support.</p> |
| Literacy: Writing: 40-60 S | <p>I am attempting to write short sentences in many different contexts such as making a book about my interests, writing simple sentences about a memorable event or writing a letter to my mum/dad.</p> <p>Nearly all of my letters are formed correctly and others are able to read my work.</p> <p>I am using finger spaces between my words independently and beginning to show some signs of simple punctuation such as a full stop.</p> |
| EARLY LEARNING GOAL (ELG) WRITING: SUMMATIVE ASSESSMENT | |
| Literacy: ELG Summative Summer Assessment (Emerging / Expected / Exceeding) | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are Phonetically plausible. |