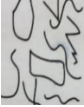
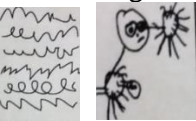
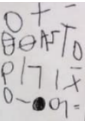
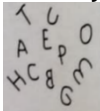
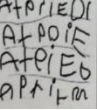
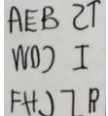
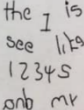
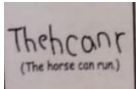
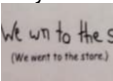
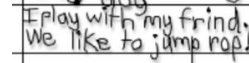
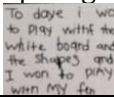
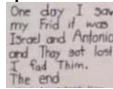




WRENBURY PRIMARY SCHOOL EYFS – Writing			
	3-4 Years	Reception	ELG Checkpoint
Writing	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately.	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.	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.
Checkpoints	<u>N2 Checkpoint 1:</u> Random scribbling. I explore making marks, and I am beginning to communicate meaning. I use lines to look like writing. I am beginning to assign meaning to marks I make. I can record a vertical and horizontal lines. <u>N2 Checkpoint 2:</u> I can write symbols or shapes that look like writing. I can assign meaning to marks I make. For example: m - mum letter for name Scribble writing - Left to right direction. I can record a vertical cross. <u>N2 Checkpoint 3:</u> I can draw basic pictures using a straight vertical line/straight horizontal line/circle. I am beginning to write some letter from my name, some of which are formed correctly.	<u>Checkpoint 1:</u> I can write a CVC, CVCC and CCVC words. I am beginning to write simple phrase. I am beginning to form some letters correctly. <u>Checkpoint 2:</u> I am beginning to write and spell tricky words I can correctly form some letters I can write a simple phrase. I am beginning to write simple dictated sentences, sometimes leaving spaces between words. <u>Checkpoint 3:</u> I can write and spell 8 tricky words I can correctly form most letters I can write dictated sentences, leaving spaces between words.	<u>Readiness for Y1</u> Holds pens, pencils and other mark making tools correctly with a dominant hand. Has increasing control over their mark making and can write most lower-case letters. Starting to write simple sentences that can be read by themselves and others. Applying phonetic knowledge to write simple words, captions and sentences.

Early Writing Mark Making	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. 
Developing Writing Words	I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name	I can hear initial sounds in words and write the letters down to match. c - cat d - dog p - pig	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. muy - mummy pto - potato sbr - strawberry	I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig	I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into	I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.	I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Phase 5-I use different spelling choices and more syllables. Plausible attempts Phase 2, 3 and 4 HF words Adjacent consonants Alternative graphemes Split digraphs- home make

Developing Writing Sentences	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. Repeats & recalls	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. 	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. 	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. 	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. 	I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation. 
Text Forms and Purposes	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 captions I can write instructions. I can write postcards.	I can write simple stories with a beginning, middle and end. I can write a letter.	I can write stories with narratives and storytelling language. I can write at length.