

EYFS Skills Progression

Writing

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| <p>Phonic and whole word spelling 22-36 months 30 – 50 months 40 – 60 months Early Learning Goals</p> | <p>Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Attempts to write short sentences in meaningful contexts. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible.</p> |
| <p>Other word building spelling</p> | <p>Continues a rhyming string.</p> |
| <p>Transcription</p> | <p>Distinguishes between the different marks they make. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Give meaning to marks they make as they draw, write and paint. Begin to break the flow of speech into words. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Attempt to write short sentences in meaningful contexts. They write simple sentences which can be read by themselves and others.</p> |

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| <p>Handwriting 22-36 months 30 – 50 months 40 – 60 months Early Learning Goals</p> | <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>Beginning to use three fingers tripod grip to hold writing tools.</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>May beginning to show preference for dominant hand.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Uses one-handed tools and equipment, e.g. makes snips with child scissors.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name</p> <p>Hold pencil near point between first two fingers and thumb and use it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Show a preference for a dominant hand.</p> <p>Begin to use anticlockwise movement and retrace vertical lines.</p> <p>Begin to form recognisable letters.</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p> |
| <p>Contexts for writing</p> | <p>Introduces a storyline or narrative into their play.</p> <p>Writes own name and other things such as labels and captions.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p> |
| <p>Planning Writing</p> | <p>Uses simple sentences. (e.g. <i>'Mummy gonna work.'</i>)</p> <p>Beginning to use more complex sentences to link thoughts. (e.g. using <i>and, because.</i>)</p> <p>Can retell a simple past event in correct order(e.g. <i>'went down slide, hurt finger'</i>).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Express themselves effectively, showing awareness of listeners' needs</p> |
| <p>Grammar</p> | <p>Beginning to use word endings (e.g. going, cats).</p> <p>Use a ranges of tenses.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> |

