

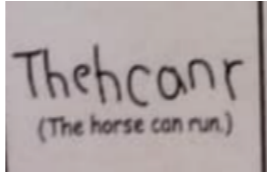
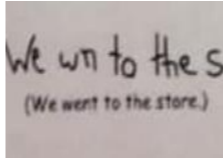
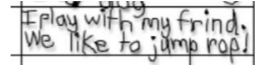
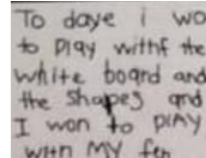
EYFS Progression of skills and assessment checkpoints - Literacy

Comprehension

Word Reading

Writing

<p>Birth-Three</p> <p>-Enjoy drawing freely.</p> <p>-Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>-Make marks on their picture to stand for their name.</p> <p>Handwriting</p> <p>. Develop manipulation and control. PD.FMS.B-3</p> <p>. Explore different materials and tools. PD.FMS.B-3</p>	<p>Three- Four Years</p> <p>. 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</p> <ul style="list-style-type: none"> • Write some or all of their name. Writing.3-4 <p>. Write some letters accurately. Writing.3-4</p> <p>Handwriting</p> <p>.Use a comfortable grip with good control when holding pens and pencils. PD FMS.3-4</p> <p>.Show a preference for a dominant hand. PD FMS.3-4</p>	<p>Reception</p> <p>. Form lower-case and capital letters correctly. Writing-Reception</p> <p>. Spell words by identifying the sounds and then writing the sound with letter/s. Writing-Reception</p> <p>. Re-read what they have written to check that it makes sense. Writing-Reception</p> <p>. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Writing-Reception</p> <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. PD.FMS - Reception</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS - Reception.</p>	<p>Writing- ELG .</p> <p>*Write recognisable letters, most of which are correctly formed. ELG</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.. ELG</p> <p>* Write simple phrases and sentences that can be read by others. ELG</p> <p>Handwriting</p> <p>*Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. PHYSICAL-FINE MOTOR ELG</p>
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	AUTUMN	AUTUMN	SPRING	SPRING	SUMMER	SUMMER	SUMMER
<p>Developing Writing</p> <p>Words</p>	<p>I attempt to write my name.</p> <p>I am beginning to hear initial sounds and attempt to write these down.</p> <p>m - mum</p> <p>letter for name</p>	<p>I can copy letters from my name.</p> <p>I can hear initial sounds in words and write the initial letter to match.</p> <p>c - cat</p> <p>d- dog</p> <p>p - pig</p>	<p>I can write my first name.</p> <p>I can write simple lists.</p> <p>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.</p> <p>muy - mummy</p> <p>pto - potato</p> <p>sbr – strawberry</p>	<p>I can write my first name and copy some letters from my surname.</p> <p>I can write a simple caption.</p> <p>I can spell out and write down vc cvc words by matching letters and sounds.</p> <p>at in up</p> <p>cat</p> <p>dog</p> <p>pig</p>	<p>I can write my full name.</p> <p>I can write captions.</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 with using digraphs and trigraphs.</p> <p>buzz fill mess</p> <p>ship. chip thing rush</p> <p>boat sheep now soil</p> <p>chair night near</p> <p>I can write simple phrases and sentences.</p>	<p>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.</p> <p>Plausible attempts</p> <p>Phase 2, 3 and 4 HF words</p> <p>Adjacent consonants</p> <p>Alternative graphemes</p> <p>Split digraphs- home make</p> <p>I can write simple phrases and sentences that can be read by others.</p>
<p>Developing Writing</p> <p>Sentences</p>	<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 real spellings. Most sentences have the correct beginning and end punctuation.</p> 