

Literacy – Writing



ELG Writing

Children at the expected level of development will:

- 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.

Development matters statements

Writing

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

Birth to 5 - Band 6 (Reception)

- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats
- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology
- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together
- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name
- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences

ELGs	Write recognisable letters, most of which are correctly formed; Grapheme- phoneme correspondence	Spell words by identifying sounds in them and representing the sounds with a letter or letters; Segmenting and blending & Sound discrimination	Write simple phrases and sentences that can be read by others. Sentence construction & applying key words
Baseline	<ul style="list-style-type: none"> • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right (Bto5 - Band 5) • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes (Bto5 - Band 5) <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; writing 'm' for mummy. (DM 3-4)</p> <p>Write some or all of their name. (DM 3-4)</p> <p>Write some letters accurately. (DM 3-4)</p>	<ul style="list-style-type: none"> • Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words (Bto5 - Band 5) • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words (Bto5 - Band 5) 	<ul style="list-style-type: none"> • Makes up stories, play scenarios, and drawings in response to experiences, such as outings (Bto5 - Band 5) • Sometimes gives meaning to their drawings and paintings (Bto5 - Band 5) • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves (Bto5 - Band 5) • Includes mark making and early writing in their play (Bto5 - Band 5)
Aut 1	<ul style="list-style-type: none"> • Attempt to write their name in a way that they or others can recognise. Recognises and writes some letters from their own name. • Knows that print carries meaning and in English, is read from left to right and top to bottom. • Makes repeated marks on paper • Mark makes left to right 	<ul style="list-style-type: none"> • Discuss the marks they make, e.g. "this is a car" • Is aware of the connection between letter and sounds. • Begins to write initial sounds they can hear in words. 	<p>Early Phonemic Stage - Environmental print - Awareness of print, copied from surroundings.</p> <p>Transitional Writing - Letters with spaces in between to resemble words: letters/ words copied from environmental print; letters often reversed</p>

	<ul style="list-style-type: none"> • Imitates simple marks such as lines • Can write some recognisable letters when they write. 		
Aut 2	<ul style="list-style-type: none"> • Write their name with mainly correct formation, without a name card. • Start to move towards tripod grip. • Can form most taught single letter sounds recognisably. 	<ul style="list-style-type: none"> • Segments CVC words verbally and can write two letter and CVC words, with possibly a little prompting on the middle sound. • Represents some sounds in order in their writing with longer words when they sound out. • Adults can read work they have written. 	<p>Letter name stage - Invented or phonetic spelling -</p> <ul style="list-style-type: none"> • Uses identifiable letters that match initial sounds/ ending sounds in longer words. • Will 'read' from memory. • Gives consistent meaning to their marks • Beginning to write some high frequency words from memory. • Can write simple labels for items using my phonic knowledge.
Spr 1	<ul style="list-style-type: none"> • Can write their first name correctly. 	<ul style="list-style-type: none"> • Writes CVC words independently and is making good attempts at CVCC words. • Correctly writes many sounds in longer words using taught sounds. • Is beginning to write words containing some taught digraphs. 	<p>Transitional Stage - Beginning word and phrase writing</p> <p>Vowel sounds appear</p> <p>Evidence of tricky words</p> <p>Medial sound may initially be written as a consonant.</p> <ul style="list-style-type: none"> • Writes simple keywords correctly. • Is starting to write simple captions using their developing phonic knowledge. • I can say a simple sentence for writing (oral and count words). • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.
Spr 2	<ul style="list-style-type: none"> • Holds and uses a pencil confidently • Some letters may be reversed • Starts at the correct place when forming letters • Beginning to form flicks correctly rather than 'adding' them onto the letter. • Form all letters of the alphabet mostly correctly. 	<ul style="list-style-type: none"> • Writes words containing some digraphs • Write VC/CVC words that can be read by themselves or others. • Segments CVC words and uses appropriate letters, that are recognisable to represent sounds in their writing. • All syllables represented • A child hears beginning, middle and end sounds. 	<p>Continued phrase writing and the beginnings of sentence writing</p> <ul style="list-style-type: none"> • Attempts to write captions and short sentences • Independently chooses to write for different purposes, initially articulating their thoughts thorough the spoken word. • I can write simple captions or lists in a meaningful context using my phonic knowledge. • I can write a simple sentence in a meaningful context using my phonic knowledge and knowledge of tricky words. • Beginning to use finger spaces between words. • Is beginning to write many high frequency words from memory.

<p>Summer</p>	<ul style="list-style-type: none"> Forms most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Forms some capital letters correctly. ELG: write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> Children can write short sentences independently with known letter- sound correspondences that contain accurately spelt key words Uses their developing phonic knowledge to write simple sentences in which they can read back their work independently and by others. Words are phonetically plausible. Uses their phonic knowledge to write words in ways which match their spoken sounds, writing words containing sounds taught, including taught digraphs. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>Sentence writing - Whole sentence writing develops.</p> <ul style="list-style-type: none"> Children can write short sentences independently with some words spelt correctly, and others are phonetically plausible, using appropriate strategies such as phonics and common exception words. Writes many common irregular words/high frequency words within their writing Can reread what they have written and writing can be read by themselves and others. Therefore, can use some finger spaces between their words. <i>Is starting to become increasingly consistent with using a capital letter and full stop correctly. (Is in Development Matters but not directly in ELGs)</i>
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