

Writing in EYFS (30 - 50mths to ELGs)



30 – 50 months

40 – 60 months

Early Learning Goals

Writing: Transcription Spelling**

Phonics and Spelling Rules

To continue a rhyming string.

To hear and say the initial sound in words.

To segment the sounds in simple words and blend them together.

To link sounds to letters, naming and sounding the letters of the alphabet.

To use their phonic knowledge to write words in ways which match their spoken sounds.

Common Exception Words

To write some irregular common words.

Writing: Transcription Handwriting

Letter Formation, Placement and Positioning

To sometimes give meaning to marks as they draw and paint.

To realise tools can be used for a purpose.

To draw lines and circles using gross motor movements.

To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.

To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.

To hold a pencil near point between first two fingers and thumb, and uses it with good control.

To copy some letters, e.g. letters from their name.

To give meaning to marks they make as they draw, write and paint.

To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

To show a preference for a dominant hand.

To begin to use anticlockwise movement and retrace vertical lines.

To begin to form recognisable letters.

To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

To show good control and co-ordination in large and small movements.

To move confidently in a range of ways, safely negotiating space.

To handle equipment and tools effectively, including pencils for writing.

To write simple sentences which can be read by themselves and others.

Writing: composition

Planning, Writing and Editing

To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).

To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.

To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'

To engage in imaginative role play based on own first-hand experiences.

To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

To capture experiences and responses with a range of media, such as music, dance and

paint and other materials or words.

To link statements and sticks to a main theme or intention.

To use talk to organise, sequence and clarify thinking, ideas, feelings and events.

To introduce a storyline or narrative into their play.

To write own name and other things such as labels, captions.

To attempt to write short sentences in meaningful contexts.

To play cooperatively as part of a group to develop and act out a narrative.

To develop their own narratives and explanations by connecting ideas or events.

To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Awareness of Audience, Purpose and Structure

To use vocabulary focused on objects and people that are of particular importance to them.

To build up vocabulary that reflects the breadth of their experiences.

To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.

To use language to imagine and recreate roles and experiences in play situations.

To express themselves effectively, showing awareness of listeners' needs.

Writing: Vocabulary, Grammar and Punctuation

Sentence Construction and Tense

To begin to understand 'why' and 'how' questions.

To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.

To use a range of tenses in speech (e.g. play, playing, will play, played).

To answer 'how' and 'why' questions about their experiences and in response to stories or events.

To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Use of Phrases and Clauses

To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').

Use of Terminology

To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.