

EYFS Writing Nursery F0

| | F0 Autumn 1 | F0 Autumn 2 | F0 Spring 1 | F0 Spring 2 | F0 Summer 1 | F0 Summer 2 |
|--------------------|--|--|---|---|---|---|
| Handwriting | Can use large threading equipment with support. Uses gross motor (whole body) movements to make marks and explore mark making | Can use large threading equipment with support. Uses gross motor (whole body) movements to make marks and explore mark making | Copies over circle and spirals with increasing accuracy. Uses modified tripod. | Copies over circle and spirals with increasing accuracy. Uses modified tripod. | Copies over lines and diagonals with increasing accuracy. | Copies over lines and diagonals with increasing accuracy. |
| Spelling | Notices an adults marks and tries to copy. | Notices an adults marks and tries to copy. | Scribbles but might start at any point on the page. | Scribbles but might start at any point on the page. | Enjoys drawing freely. | Enjoys drawing freely. |
| Composition | Identifies the picture and where something might be in the picture. | Identifies the picture and where something might be in the picture. | Makes marks on a page. | Makes marks on a page. | Distinguishes between the different marks I make. | Distinguishes between the different marks I make. |
| Summary | Mark making with a range of tools. | Mark making with a range of tools. | Makes marks inside and outside. | Makes marks inside and outside. | Shows more control in a range of tools. | Shows more control in a range of tools. |

EYFS Writing Nursery F1

| | F1 Autumn 1 | F1 Autumn 2 | F1 Spring 1 | F1 Spring 2 | F1 Summer 1 | F1 Summer 2 |
|--------------------|---|--|---|--|--|--|
| Handwriting | Independently mark makes with lines and circles Begins to recognise that writing and drawing are separate. | Drawings resemble the child's description of what they have drawn. | Begins to represent letters. Uses Quadruped grasp (4 fingers). | Copies over lines and letters | Begins to copy over name with increasing control and accuracy. Uses Pincer grip. | Uses tripod grasps. Able to write some familiar letters. E.g. letters from own name. |
| Spelling | Makes marks on their picture to stand for their name (or something specific). | Adds some marks to their drawings, which they give meaning to. For example: "That says mummy." | Scribbles but makes marks moving from left to right on the page. | Emergent Stage. Beginning to represent letters. | Writes some letters correctly | Writes some of their name correctly. |
| Composition | Can say how they made the marks. | Starts to draw themselves. | Tells an adult about what they have drawn or painted. | Audio storytelling. Tells an adult simple facts about a story, e.g., a character or key event. | Says an appropriate word to complete a sentence that is said aloud, e.g., 'We're going to the ... zoo/park/ shop/beach'. | Says a clause to complete a sentence that is said aloud, e.g., 'When we went to the beach today ... I played in the sand'. |
| Summary | Mark making and drawing with a range of tools and equipment. | Can say what their marks mean. | Shows consideration when mark making. Starts to take their time changing their tool as the marks progress. | Can copy with increasing control. | Starts to make shapes that are recognisable as pre-letter shapes. Can start to write name as a shape. | Writes their name and identifies their name. |

Reception Writing

| | F2 Autumn 1 | F2 Autumn 2 | F2 Spring 1 | F2 Spring 2 | F2 Summer 1 | F2 Summer 2 |
|---------------------------------|--|--|---|--|--|---|
| Handwriting | I can use a comfortable grip showing a preference for a dominant hand when using pens or pencils. (Crocodile grip) I can begin to form some lowercase letters. I can write some or all of my name. | I can begin to form some lowercase letters using the letter formation rhymes to help. Stick Letters: l, i, t, u, y, and j Mantis letters: r, n, m, p, h, b, k Curly Caterpillar Letters c, o, a, d, e, g, q, s, and f Has dominant hand for writing. Can copy shapes, letters and numbers | Continues to develop correct letter formation using the Anima Phonic mnemonics. Understands that there are different letter families which help with where the letters begin: Curly Caterpillar letters Short Mantis Letters Tall Mantis Letters Mini Stick Letters Long Stick Letters Special Letter Bugs | Continues to develop correct letter formation using the Anima Phonic mnemonics. Understands that there are different letter families which help with where the letters begin: Curly Caterpillar letters Short Mantis Letters Tall Mantis Letters Mini Stick Letters | Continues to develop correct letter formation using the Anima Phonic mnemonics. Understands that there are different letter families which help with where the letters begin: Curly Caterpillar letters Short Mantis Letters Tall Mantis Letters Mini Stick Letters Long Stick Letters Special Letter Bugs Begins to position letters on a line. | Continues to develop correct letter formation using the Anima Phonic mnemonics. Understands that there are different letter families which help with where the letters begin: Curly Caterpillar letters Short Mantis Letters Tall Mantis Letters Mini Stick Letters Long Stick Letters Special Letter Bugs Positions letters on a line. Introduce upper case letters |
| Spelling (Anima phonics) | <ul style="list-style-type: none"> Identify Phase 2 graphemes Beginning to link graphemes and phonemes Links phonemes to every letter of the alphabet and begins to blend them in words. | Identify Phase 2 and Phase 3 graphemes Begin to segment simple CVC words | Consolidation of previously learned GPCs in Phase 2 and Phase 3 and Phase 4: Begin to segment words containing these graphemes. Read and begin to spell Rainbow words: go, no, into, put, he, she you, they, we, be, all | Consolidation of previously learned GPCs in Phase 2 and Phase 3 Phase 4: Blending CVCC words Segmenting common consonant clusters: bl, br, cl, cr, fl, thr, fr, st, gl, nd, gr, mp, Reads and begins to spell Rainbow words: she, you, they, we, be, all | Phase 5A: Each two week block focuses first on the revision of a vowel GPC, then introduces an alternative spelling for that vowel in the second week. Phase 5A: ai/ay ee/ea igh/ie Reads and begins to spell Rainbow words: their, are, her, his, said, like | ELG: Spell words by identifying sounds in them and representing the sounds with letters. |
| Composition | I can tell an adult what I have drawn or painted. I can give meaning to my marks as I write. I can create a representation of people, events and objects. | Writes some recognisable letters to communicate meaning. Writes the initial sound of words. Writes CVC words using phase 2 sounds. | I can write words using known graphemes. I can use a sound mat to help me. I can begin to write simple captions. I can begin to spell some Rainbow words. | I can write words using known graphemes. I can use a sound mat to help me. I can begin to write phrases and short sentences with support. I can begin to spell some Rainbow words. | I can write phrases and short sentences with support. I can begin to spell some Rainbow words. I can begin to punctuate sentences | 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. |