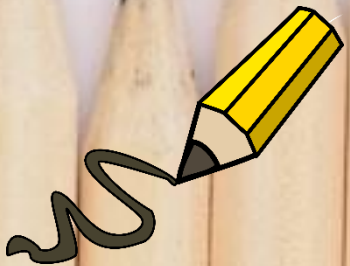




A *writer* in our early years will...

Nursery				
	Baseline (On Entry - Age 3)	Autumn (Dec)	Spring (Apr)	Summer (July) End of Nursery "Goals"
Letter Formation	Start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc.	Demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc	Demonstrate good fine motor control when using tools e.g. scissors, threading, etc	Write some letters with good formation e.g. the letters from their name
Spelling	Tune into sounds during listening games Show awareness of alliteration e.g. the ssssliperry ssssnake	Tune into the sounds in words	Segment words in the order in which they occur (with support) Change the initial sound to make new words e.g. at-hat, cat, mat, sat	Orally segment single sound CVC words Say the initial sounds in most words
Composition	Add marks to pictures giving meaning to them Add marks to show their name	Apply some print knowledge to writing e.g. m for mam Write the first letter of their name	Use a wider print knowledge for writing Write some of their name e.g. first two letters	Apply print knowledge to their emergent writing Write their own name





A *writer* in our early years will...

Reception				
	Baseline (Sept)	Autumn (Dec)	Spring (April)	Summer ELG (July)
Letter Formation	Write some letters from their name	Write some lower case letters correctly Write some upper case letters that they know	Write most lower case letters correctly Write some upper case letters correctly Use a tripod grip	Write most upper and lower case letters correctly Hold their pencil in a good tripod grip
Spelling	Orally segment single sound CVC words Say the initial sounds in most words	Identify known letters to match initial sounds Match initial code letters and sounds Write CVC words and labels	Match initial code letters and sounds Write CVC words and labels Spell some words we need to know in Reception	Write CVC words with sounds and letters they know Spell the words we need to know in Reception
Composition	Write some initial sounds Write their own name	Write simple labels Start to write simple captions Say a simple sentence for writing (oral and count words)	Write captions Write short sentences Start to use finger spaces between words Read sentences back	Write simple sentences Read their own sentences The teacher can read their sentences

