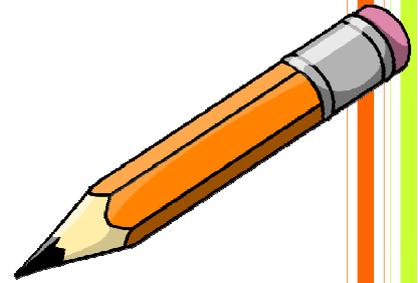
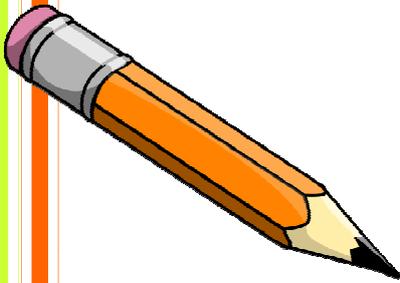




**West Road  
PRIMARY SCHOOL**

**End of Year**

**Expectations for  
Writing**



This booklet provides information for parents and carers the age related expectations for writing in both the nursery and reception classes. These expectations are based on the age related standards for each year group as set out in the Early Years Foundation Stage Curriculum.

All the writing objectives set out in this booklet are worked on throughout the year. They will be the focus for direct teaching and challenges set out within their play.

If you have any queries regarding these writing expectations or you want to know more on the best ways to help your child, please talk to your child's class teacher.

# **What do the end of year expectations mean for Nursery ?**

Children who are 3 are 36 months old

Children who are 4 are 48 months old

Children entering Nursery should be secure in the developmental range of 22-36 months and working within some aspects of 30-50 months.

By the end of the Nursery year they should have achieved the outcomes in 30-50 months and reached aspects of 40-60 months.

# What do the end of year expectations mean for Reception ?

Children who are 4 are 48 months old

Children who are 5 are 60 months old

Children entering reception should be secure in the developmental range of 30-50 months and working within some aspects of 40-60 months.

By the end of the reception year they should have achieved the outcomes in 40-60 months and reached the expected levels in the Early Learning goals.

In the final term of the EYFS practitioners/ teachers must review information from all sources to make a judgement for each child, for each Early Learning Goal. The judgement must say whether the child's learning and development is:

- 1) best described by the level of development expected at the end of the EYFS (expected).
- 2) not yet at the level of development expected at the end of the EYFS (emerging).
- 3) beyond the level of development expected at the end of the EYFS (exceeding)



## Writing Descriptors from the Development Matters



a	b	c	d
22-36 months	30-50 months	40-60 months	Early Learning Goals
<b>Writing</b>			
Distinguishes between the different marks they make.	Sometimes gives meaning to marks as they draw and paint.	Gives meaning to marks they make as they draw, write and paint.	Children use their phonic knowledge to write words in ways which match their spoken sounds.
	Ascribe meanings to marks that they see in different places.	Begins to break the flow of speech into words.	They also write some irregular common words.
		Continues a rhyming string.	They write simple sentences which can be read by themselves and others.
		Hears and says the initial sound in words.	Some words are spelt correctly and others are phonetically plausible.
		Can segment the sounds in simple words and blend them together.	
		Links sounds to letters, naming and sounding the letters of the alphabet.	
		Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	
		Writes own name and other things such as labels, captions.	
		Attempts to write short sentences in meaningful contexts.	



## Writing Descriptors from the Development Matters



<b>a</b>	<b>b</b>
22-36 months	30-50 months
<b>Moving and Handling</b>	
Runs safely on whole foot.	Mounts stairs, steps or climbing equipment using alternate feet.
Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.	Moves freely and with pleasure and confidence in a range of ways: slithering, shuffling, rolling, crawling, walking, running, jumping, skipping...
Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.	Walks downstairs, two feet to each step while carrying a small object.
Can kick a large ball.	Draws lines and circles using gross motor movements.
Turns pages in a book, sometimes several at once.	Can stand momentarily on one foot when shown.
Shows control in holding and using jugs to pour, hammers, books and mark-making tools.	Can catch a large ball.
Beginning to use three fingers (tripod grip) to hold writing tools	Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
Imitates drawing simple shapes such as circles and lines.	Uses one handed tools and equipment e.g. Makes snips in paper with child scissors.
Walks upstairs or downstairs holding onto a rail two feet to a step.	Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
May be beginning to show preference for dominant hand.	Holds pencil near point between first two fingers and thumb and uses it with good control.
	Can copy some letters, e.g. letters from their name.



## Writing Descriptors from the Development Matters



c	d	e
40-60 months	Early Learning Goals	Exceeding
<b>Moving and Handling</b>		
Experiments with different ways of moving.	Children show good control and co-ordination in large and small movements.	<p><i>Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</i></p>
Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.	They move confidently in a range of ways, safely negotiating space.	
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	They handle equipment and tools effectively, including pencils for writing.	
Jumps off an object and lands appropriately.		
Travels with confidence and skill around, under, over and through balancing and climbing equipment.		
Uses simple tools to effect changes to materials.		
Handles tools, objects, construction and malleable materials safely and with increasing control.		
Shows a preference for a dominant hand.		
Begins to use anticlockwise movement and retrace vertical lines.		
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.		
Begins to form recognisable letters.		



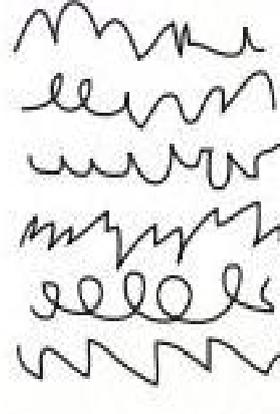
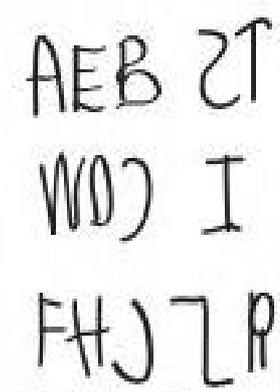
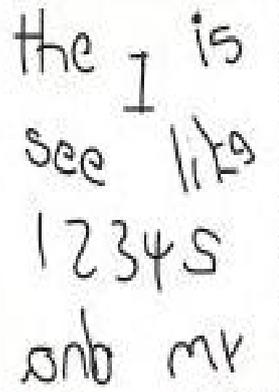
# Hand Grips



<p>1—1 1/2 years Cylindrical Grasp</p>	<p>2—3 years Digital Grasp</p>	<p>3 1/2—4 years Modified Tripod Grasp</p>	<p>4 1/2—7 years Tripod Grasp</p>



# The Developmental Progression Children's Writing

			
<p>1. Pictures</p>	<p>2. Random Scribbling</p>	<p>3. Scribble Writing <small>(Written in linear fashion to mimic real writing.)</small></p>	<p>4. Symbols That Represent Letters</p>
			
<p>5. Random Letters <small>(No relationship between sounds of letters and what the child is trying to say.)</small></p>	<p>6. Letter Strings <small>(Progresses from left to right and top to bottom when the child "reads" his writing.)</small></p>	<p>7. Letter Groups <small>(The groups have spaces in between to resemble words.)</small></p>	<p>8. Environmental Print <small>(Child copies print found in the room, often without knowing what the words are.)</small></p>
<p>Theh canr <small>(The horse can run.)</small></p>	<p>We wn to the s <small>(We went to the store.)</small></p>	<p>To daye i wot to play withf the white board and the shapes and I won to play with My fen <small>(Today I want to play with the white board and the shapes, and I want to play with my friend.)</small></p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I fad Thim. The end <small>(One day, I saw my friends. It was Israel and Antonio and they got lost. I found them. The end.)</small></p>
<p>9. Beginning Sounds <small>(Child begins to write simple sentences using sight words and just the beginning sounds of words.)</small></p>	<p>10. Early Inventive Spelling <small>(Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</small></p>	<p>11. Inventive Spelling <small>(Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</small></p>	<p>12. Transitional Writing <small>(Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</small></p>

# Writing Expectations

## End of Nursery

- Explore various hand eye activities such as jigsaws, construction kits, playdough, threading, chalking, painting.....
- Explore various mark making activities, they should be able to distinguish between the different marks they make.
- To be able to say what they have drawn, what the marks are.
- Develop holding their crayons and pencils using the tripod grip.
- Begin to form some recognisable letter shapes ( especially in their name ).
- Be able to write their name where the letters are a least recognisable.
- Begin to hear and write sounds in words.



# Writing Expectations

## End of Reception

- Write labels, lists and captions.
- Use phonic knowledge to write simple sentences which can be read by themselves and others.
- To spell tricky words accurately from phases 2, 3 and 4 phonics at least.
- Write their name (correct capital and lower case).
- Use full stops to demarcate the end of sentences, most of the time.
- Use some capital letters for names and the beginning of sentences.
- Use a correct pencil grip.
- Correct formation of all letters.



# Phases 2 to 5 Tricky words

Phase 2 to 5 Tricky Words				
Phase 2	Phase 3	Phase 4	Phase 5	
I no the to go into	he she we me be you are her was all they my	said have like so do some come little one were there what when out	oh Mrs people their called Mr looked asked could	