

## Progression in Writing: Reception

### EYFS Development Matters statements 2020

	3-4 Year Olds	Children in Reception	Early Learning Goals
Phonic and whole word spelling	<ul style="list-style-type: none"> <li>*To 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.</li> <li>*To write some or all of their name – spelling correctly.</li> <li>*To write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>*To spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<u>ELG-Writing</u> <ul style="list-style-type: none"> <li>*To spell words by identifying sounds in them and representing the sounds with a letter of letters.</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>*To use a comfortable grip with good control when holding pens and pencils.</li> <li>*To show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>*To develop fine motor skills to use a range of tools competently, safely and confidently – Pencils for drawing and writing.</li> <li>*To use core muscle strength to achieve a good posture when sitting at a table or on the floor.</li> <li>*To develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>*To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
Planning writing	<ul style="list-style-type: none"> <li>*To 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.</li> <li>*To write some or all of their name.</li> <li>*To write some letters accurately.</li> </ul>	<ul style="list-style-type: none"> <li>*To form lower-case and capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>*Write simple phrases and sentences that can be read by others.</li> </ul>
Drafting/editing writing		<ul style="list-style-type: none"> <li>*To reread what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>*To write recognisable letters, most of which are correctly formed.</li> </ul>
Performing writing		<ul style="list-style-type: none"> <li>*To develop storylines in their pretend play.</li> </ul>	<ul style="list-style-type: none"> <li>*To invent, adapt and recount narratives with peers and teachers.</li> </ul>

		*To begin to develop complex stories using small world equipment – dolls, animal sets etc.	
Grammatical Terminology, vocabulary and punctuation.	*To develop communication through spoken conversations – using longer sentences of 4 to 6 words.	*To write short sentences with words with known letter-sound correspondences using a capital letter and full stop. *To begin to write well-articulated ideas and thoughts into sentences including use of tenses – making use of conjunctions – supported by teacher.	*To express ideas and feelings about their experiences using full sentences – supported by teacher.