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| **Writing – Building Concepts** | | | |
| **Physical/Fine Motor** | **Emerging** | **Developing** | **Secure** |
| I can experiment with my hands & fingers, e.g. dough disco, write dance |  |  |  |
| I can hold a pencil in the palm of my hand and make marks (scribble) |  |  |  |
| I can pick up small objects using the top of my thumb and first finger |  |  |  |
| I can pick up small objects with apparatus such as large tweezers |  |  |  |
| I can track the marks I’m making with my eyes |  |  |  |
| **I can draw lines and shapes on a small and large scale** |  |  |  |
| I can make dots on a page |  |  |  |
|  |  |  |  |
| **Phonics/Spelling** |  |  |  |
| I can match the symbolic sound to the object, e.g. phone ringing, picking up the phone |  |  |  |
| I can repeat a word accurately |  |  |  |
| I can say the sound that my name begins with |  |  |  |
|  |  |  |  |
| **Composition** |  |  |  |
| I am beginning to show that marks and symbols have meaning, e.g. scribble writing next to a picture, a pretend shopping list |  |  |  |
| I can make marks and tell you what they mean e.g. on a pretend shopping list |  |  |  |
| I can tell you the difference between letters and pictures |  |  |  |
| **I can say / sign an appropriate word to finish a spoken sentence e.g. We are going to the ………. playground / shop / park** |  |  |  |
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| **Early Writing 1** | | | |
| **Physical/Fine Motor** | **Emerging** | **Developing** | **Secure** |
| I can hold and use a pencil with my favourite hand |  |  |  |
| I can trace simple patterns accurately |  |  |  |
| I can accurately write over some letter shapes |  |  |  |
| I can copy letter shapes from a close model with support |  |  |  |
| I can write some of the letters in my own name |  |  |  |
| **I can correctly form some lower-case letters (10+)** |  |  |  |
| **Phonics/Spelling** |  |  |  |
| I can show you a given sound from a small selection |  |  |  |
| I am starting to write some letters in my own name correctly |  |  |  |
| I can say the first sound in a spoken word |  |  |  |
| I can say the last sound in a spoken word |  |  |  |
| **I can write some lower-case letters (10+) in response to hearing their sounds** |  |  |  |
|  |  |  |  |
| **Composition** |  |  |  |
| I can make marks, including some letters and tell you what they mean |  |  |  |
| I can write a string of letters, e.g. mainly letters from my own name and tell you what I intended to write. |  |  |  |
| I can label a picture appropriately using symbols and words |  |  |  |
| I can say key words/captions that I want to write, e.g. to describe a picture “ The fat cat” |  |  |  |
| **I can say a clause to finish a sentence that is said out loud i.e. I went to the park and …….. I played on the swing, I ate an ice-cream, I ran around.** |  |  |  |
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| **Early Writing 2** | | | |
| **Physical/Fine Motor** | **Emerging** | **Developing** | **Secure** |
| I can hold and use a pencil with a pincer grip |  |  |  |
| I can use my free hand to hold the paper still |  |  |  |
| **I can write most of the initial letters correctly (20)** |  |  |  |
|  |  |  |  |
| **Phonics/Spelling** |  |  |  |
| I can correctly write my first name |  |  |  |
| I can tell you the sounds in a spoken 2 letter word, e.g. “up” |  |  |  |
| I can build 2 letter words using visuals such as magnetic letters/iPad |  |  |  |
| **I can correctly sound out and write some simple 2 letter words** |  |  |  |
| I can tell you the sounds in a spoken 3 letter word e.g. “cat” |  |  |  |
| I can build 3 letter words using visuals such as magnetic letters / iPad |  |  |  |
| **I can correctly sound out and write 3 letter words e.g. pan, top, set** |  |  |  |
| **Composition** |  |  |  |
| I can consistently attribute meaning to my writing. |  |  |  |
| **I** **can say a phrase or short sentence I want to write out loud (in response to a picture, story or experience)** |  |  |  |
| I can form a caption using a bank of given symbols/words, e.g. “ a sad dog” I can try to write a short phrase/ caption correctly using the initial sounds of words |  |  |  |
| I can try to write a short phrase/ caption correctly using the initial sounds/ prominent sounds of the words |  |  |  |
| **I can write a short phrase / caption using the letter sounds that I know to spell the words** |  |  |  |
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| **Early Writing 3** | | | |
| **Physical/Fine Motor** | **Emerging** | **Developing** | **Secure** |
| I can write most lower-case letters the right way around and starting and finishing in the right place and an appropriate size |  |  |  |
| **Phonics/Spelling** |  |  |  |
| **I can write some common consonant digraphs in response to hearing them (e.g. th, ck, ch, sh, qu)** |  |  |  |
| **I can write some common vowel sounds in response to hearing them (e.g. ai, ee, igh, oa, oo, ar, ur, ow, oi)** |  |  |  |
| I can tell you the sounds in a spoken 3 phoneme word e.g. chip, look, boat |  |  |  |
| I can build 3 phoneme words with visuals e.g. magnetic letters / iPad |  |  |  |
| **I can correctly sound out and spell 3 phoneme words e.g. chip, look, boat** |  |  |  |
| I can tell you the sounds in a spoken 4 phoneme word e.g. frog, green |  |  |  |
| I can build simple 4 sound words with visuals, e.g. magnetic letters / iPad |  |  |  |
| **I can correctly use my knowledge of letter sounds to write words containing up to 4 sounds (e.g. frog, green, fright)** |  |  |  |
| **I can spell a few common exception words e.g. I, the, he, said, of** |  |  |  |
| **Composition** |  |  |  |
| I can work left to right when writing (including tracking) |  |  |  |
| **I can make up my own sentence that I want to write and say it out loud (after discussion with the teacher)** |  |  |  |
| I can choose from a bank of symbols/words to create a simple sentence |  |  |  |
| I can hold a sentence in my head and repeat it out loud accurately |  |  |  |
| **I can hold a simple sentence that I have rehearsed in my head and try to write it down (with support)** |  |  |  |
| I will leave spaces between my words with support |  |  |  |