

Foundational Skills

Writing at Simonside Primary School



| Early Learning Goals: Writing | | | |
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| Children at the expected level of development will: | | | |
| <ul style="list-style-type: none"> - 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. | | | |
| Focus | Transcription | Composition | Vocabulary, Grammar and Punctuation |
| Nursery | <p>Give meaning to the marks that they make.</p> <p>Write some or all of their names.</p> <p>Write some letters accurately.</p> | <p>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; write 'm' for mummy.</p> <p>Write some letters accurately</p> | <p>Create simple story maps with drawings to support them in retelling familiar stories and key class texts.</p> |
| Reception | <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> | <p>Re-read what they have written to check that it makes sense.</p> | <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> |
| Year 1 | <p>Pupils should be taught to: spell: words containing each of the 40+ phonemes already taught common exception words the days of the week.</p> <p>Name the letters of the alphabet: Naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> | <p>Pupils should be taught to: write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher</p> | <p>Pupils should be taught to: develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing.</p> |

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| Handwriting Pupils should be taught to: sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. | | |
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How We Achieve this in EYFS

In each year group we make sure that there are daily opportunities for mark making and writing. We understand that children need to develop muscles in their wrist, hand and fingers to be able to hold a pencil and we do this by providing lots of gross and fine motor activities. Children are given larger mark making resources such as chunky chinks, round crayons etc and are encouraged to make marks on a large scale.

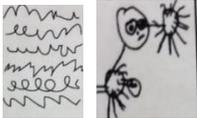
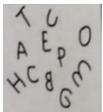
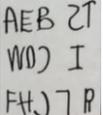
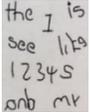
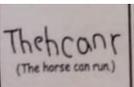
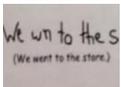
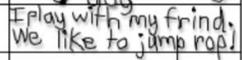
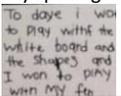
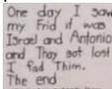
Beginning in Nursery children have access to a wider range of mark making resources and expectations around mark making are planned for in each area of provision.

In Reception children take part in daily Little Wandle phonics sessions where they practise letter formation as well as spelling. This is then consolidated with resources set out in the continuous provision.

Activity Examples:

- Chalks
 - Drawings
 - Story maps
 - Fine motor activities e.g. tweezers, cookery
 - Gross motor activities - painting with rollers, washing windows etc.
 - Daily Little Wandle phonics lessons
 - Mark making/ writing areas in each room with progressive resources

EYFS Progression of skills and assessment checkpoints - Writing

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| <p>Birth-Three -Enjoy drawing freely. -Add some marks to their drawings, which they give meaning to. For example: "That says mummy." -Make marks on their picture to stand for their name. Handwriting . Develop manipulation and control. PD.FMS.B-3 . Explore different materials and tools. PD.FMS.B-3</p> | | <p>Three- Four Years . 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; write 'm' for mummy. Writing.3-4 • Write some or all of their name. Writing.3-4 . Write some letters accurately. Writing.3-4 Handwriting .Use a comfortable grip with good control when holding pens and pencils. PD.FMS.3-4 .Show a preference for a dominant hand. PD.FMS.3-4</p> | | <p>Reception . Form lower-case and capital letters correctly. Writing-Reception . Spell words by identifying the sounds and then writing the sound with letter/s. Writing-Reception . Re-read what they have written to check that it makes sense. Writing-Reception . Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Writing-Reception Handwriting Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing. PD.FMS - Reception Develop the foundations of a handwriting style which is fast, accurate and efficient. PD.FMS - Reception.</p> | | <p>Writing- ELG . . Write recognisable letters, most of which are correctly formed. Writing-ELG • Spell words by identifying sounds in them and representing the sounds with a letter or letters. Writing-ELG • Write simple phrases and sentences that can be read by others. Writing-ELG Handwriting . Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. FMS-ELG</p> | |
| <p>Early Steps Making Marks</p> | <p>I explore making marks, but I do not communicate meaning. Random scribbling.</p>  | <p>I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.</p>  | <p>I write symbols and shapes that look like writing. I assign meaning to the marks Attempts to write name</p>  | <p>I write random letters but there is no connection between letters and sounds. I talk about my writing and give meaning. Writes name from memory</p>  | <p>I use letter strings which travel from left to right and top to bottom. I attempt to 'read' my writing.</p>  | <p>I write letters with spaces between them to resemble the idea of words.</p>  | <p>I copy words that I see in the environment around me. I often do not know what the words say.</p>  |
| <p>Developing Writing Words</p> | <p>I am beginning to hear initial sounds and attempt to write these down. m - mum letter for name</p> | <p>I can hear initial sounds in words and write the letters down to match. c - cat d - dog p - pig</p> | <p>I can write short strings of letters to represent words. Two or three letters in sequence. Hearing /writing final sounds first and then medial. Left to right. muy - mummy pto - potato sbr - strawberry</p> | <p>I can spell out and write down vc cvc words by matching letters and sounds. at in up cat dog pig</p> | <p>I can write High Frequency decodable and tricky words from memory. mum dad. and can I go to the no into</p> | <p>I can spell out words with consonant clusters, vowel digraphs and trigraphs. buzz fill. mess ship. chip thing rush boat sheep now soil chair night. Pure.</p> | <p>I write more challenging words with a sound knowledge of Phase 2, 3 and 4 phonics. Phase 5-I use different spelling choices and more syllables. Plausible attempts Phase 2, 3 and 4 HF words Adjacent consonants Alternative graphemes Split digraphs- home make</p> |
| <p>Developing Writing Sentences</p> | <p>I can formulate and say a simple sentence for writing.</p> | <p>I can orally compose a sentence and hold it in my memory before I start to write it. Repeats & recalls</p> | <p>I can write a series of beginning letters and sounds for my phrase. There may be no spaces between words. Begins to be readable to others.</p>  | <p>I can recall the order of words in my sentence. I start to put finger spaces between my words and to use known words. Writing is readable. I start to read my sentence.</p>  | <p>I can write a sentence with a full stop and capital letter. I can re-read it and check that it makes sense. Others can read my sentence.</p>  | <p>I can write spaces between all the words in my sentences. Some punctuation may be used. Medial and end sounds evident including vowels in my spellings.</p>  | <p>I can write two or more sentences using real spellings and silent letters. Most sentences have the correct beginning and end punctuation.</p>  |

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| Text forms and purposes | I attempt to write simple labels. | I can write simple labels | I can write simple lists. | I can write short captions and messages. I can write lists, greeting cards and menus. | I can write captions I can write instructions. I can write postcards. | I can write simple stories with a beginning, middle and end. I can write a letter. | I can write stories with narratives and storytelling language. I can write at length. |
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Developmental stages - **Pencil grip**

| 1 – 2 years | 2 – 3 years | 3 – 4 years | 4 – 6 years | 6 – 7 years |
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| Fisted grip or Palmar Supinate Grip | Digital Pronate grip | 'Splayed' or 4 finger grip | Static Tripod grip | Dynamic Tripod Grip |
| Children often hold their writing tool like a dagger, scribbling using their whole arm. | All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Children begin to stabilise their shoulders, so that movement now comes mostly from the elbow. At this age, children should start being able to copy a horizontal, vertical and circular line. | 4 fingers are held on the writing tool, beginning to form the arc between the thumb and index finger (web space). Movement will occur mostly from the wrist and the hand and fingers move as one whole unit. At this age, children should be able to complete simple dot-to-dots, imitate zig-zag and crossed lines, trace dotted lines and draw simple humans (e.g. Head, stick body and one other body part such as arm or leg). | This is a 3 finger grasp, where the thumb, index finger and middle finger work as one unit. At this age, children should be able to copy a diagonal line, a square, a diagonal cross, a circle and a triangle. Pictures of humans become more detailed, including both arms and legs and even facial features. Sometimes this can also have a fourth finger involved, and be termed a Quadra pod grip. | As the fingers begin to move independently, the ring & little fingers gently curl into the palm, the web space opens & becomes more circular, the writing tool is held closer to the nib & movement of the writing tool comes from the fingertips (the hand, wrist, elbow & shoulder are stabilised) the static tripod grip develops into a fully matured Dynamic Tripod Grip. Children will consistently be using only 3 fingers to hold the writing tool. This is the ideal grip to help move the pencil efficiently, accurately and at a good speed. |
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Developmental stages – **Cutting Skills**

| Progression of cutting skills | Vocabulary | How to support? |
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| Holds scissors , often with both hands, learning to open and close the blades | Hold, move, in, out, open, shut, close, bend, Cut, snip, squeeze, stretch, fold, knead, push, pull | Practice tearing paper Strengthen fingers – use soft balls, playdough, toys filled with beans/sand |
| Opens/closes blades (not ready to use them on paper yet) | Open, move apart, close, shut, move in/out, fingers, thumb, together, apart, stretch, up, down | Practise opening and closing blades on playdough, in the sand or shaving foam, progressing to more firm materials like modelling clay Encourage 'thumbs up' position |
| Starts snipping paper (not moving forward with the scissors but making small snips) | Snip, cut, hold, forward, backwards | Practice snipping, using foam sheets at first, to practice holding paper and snipping one handed Progress to thicker paper e.g. sugar paper for easier handling You could draw straight lines on the foam to introduce the idea of going forward, if ready |
| Snips paper moving forward | Across, forward, backward, side to side, straight ahead | Practice activities to promote crossing the mid-line of the body e.g. passing a ball from left to right, or filling up a pot on the left with the toys placed on the right |
| Uses helping hand to hold and help to guide the paper (non-dominant hand) | Upwards, downwards, sideways, hold still, rest your hand, hands together/apart, up and down | Promote activities to strengthen bilateral coordination e.g. lacing cards, holding a stencil with one hand and drawing with another, hand clapping games |
| Cuts straight line (within ½ inch from the drawn line, improving in accuracy) | Straight, across, forward, open and shut, move, together/apart, follow the line, close to | Use a piece of paper that is up to 6 inches long |
| Cuts curved line (a 1/4inch curved line, within 1/4inch from the line drawn) | Closer, on the line, next to the line, circle, curve, around, round, wobbly, wavy | Opportunities for practising cutting on a curve that is around ¼ of an inch wide. |
| Cuts circle shape (a circle of 6inch in diameter, within ½ from the drawn line, improving to about ¼ inch) | Circle, oval, round, curved, wavy Move, twist, turn, pivot Small snips, at the same time | Ensure shapes are at least 6 inches in diameter. |
| Cuts square shape | Stop/start, turn, point, corner, pointed, cross, | Large square shapes to improve accuracy. |
| Cuts complex shapes , such as figures. | Close to the line, on the line, outline, follow the line, background, | Use all previous knowledge of skills to complete this. |