

Early Years Writing Expectations

	30-50 Beginning	30-50 Within	30-50 Secure	30 – 50 Exceeding
Early Mark Making	<p>I can make some marks on paper.</p> <p>I can talk about my marks and drawings.</p>	<p>I can make some marks on paper that look like letters.</p> <p>I understand that writing and drawing are different.</p>	<p>I am beginning to group letters with spaces in between to resemble words.</p> <p>I am beginning to write my name.</p>	<p>I can write my name correctly some of the time.</p>
	40-60 Beginning	40-60 Within	40-60 Secure	40-60 Exceeding
Handwriting	<p>I can hold a pencil with a fist grip.</p> <p>I am beginning to use the tripod grip.</p>	<p>I can use the tripod grip with control.</p> <p>I am beginning to form letters correctly.</p> <p>I can copy patterns in different directions.</p> <p>I am beginning to use finger spaces.</p>	<p>I can form recognisable letters most of which are correctly formed.</p> <p>I can put a finger space between two words.</p>	<p>I can form all letters correctly</p> <p>I can hold my paper in position using a correct pencil grip.</p> <p>I am beginning to be able to write on lines and control letter size.</p> <p>I can form numerals to 9 correctly.</p>
Spelling	<p>I am able to write my name from memory some of the time.</p> <p>I can write the initial sound of a word independently.</p> <p>I can name most SS1 the sounds.</p>	<p>I can write my own name from memory.</p> <p>I can name some letters of the alphabet.</p> <p>I am beginning to spell CVC words.</p> <p>I am beginning to spell some common words correctly.</p>	<p>I can name the letters of the alphabet.</p> <p>I can spell cvc and cvvc words correctly.</p> <p>I can spell some common words correctly.</p> <p>I can make phonic attempts at unknown words *some mediation needed.</p>	<p>I can spell some common words correctly.</p> <p>I can spell phonically regular words of more than 1 syllable.</p> <p>I can name the letters of the alphabet in order.</p>
Composition	<p>I can say a simple sentence to an adult.</p> <p>I can copy- write captions, labels and lists.</p>	<p>I can say a simple sentence and begin to write it down.</p> <p>I can compose and write simple sentences with little support</p> <p>I can write captions, labels and lists.</p>	<p>I can think of a simple sentence hold it in my head and write it down.</p> <p>I am beginning re-read what I have written to check that it makes sense.</p>	<p>I can compose and write sentences independently that make sense.</p> <p>I can use key features of narrative in my own writing.</p>
Punctuation	<p>I can point to a finger space and full stop.</p>	<p>I am beginning to demarcate a sentence with finger space and/or or capital and/or full stop.</p>	<p>I can demarcate <i>some</i> sentences with a capital letter and/or a full stop.</p>	<p>I can demarcate <i>most</i> sentences with a capital letter and a full stop.</p> <p>I can begin to use a question mark or exclamation mark.</p>