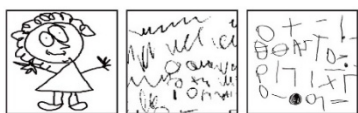


EYFS Mark-making and Literacy progression

Birth - 18months

The beginning of writing is sensory and physical and cognitive experience for babies which enables them to see the connection between their actions and the resulting marks recognising their own agency (National Strategies: Mark-Making matters).

18-24months



1. Pre-Writing

Includes: Drawing, scribbling, symbols that represent letters, and random letters with no relationship between letters chosen and the sounds in a word. Random letters do not progress from left to right.

As toddlers develop they increase their understanding of how marks convey meaning, their marks may not yet resemble letters but carry meaning for the child (National Strategies: Mark-Making matters).

In this stage of development children will:

Begin to understand the cause and effect of their actions in mark making

Knows that the marks they make are of value

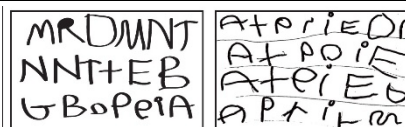
Enjoys the sensory experience of mark-making

Begin to express the meaning the marks carry for them with support and guidance from an adult.

How adults/environment can facilitate mark-making development:

- adults provide opportunities to talk about the meaning the marks hold for the child, facilitate discussion moving beyond verbal praise and celebration to developing an understanding of the child's marks through modelling and narrating experience. E.g. in the role play area the child begins to make marks on a notepad, the adult joins and narrates 'this will be my shopping list' demonstrating using it through play and 'going to the shop'.
- offer a range of surfaces for children to make marks on e.g. light box, sand, chalkboard
- provide opportunities through sensory exploration
- value mark making activities
- tell children about the marks you are making
- write down children's words and read back to them
- encourage different mark making movements e.g. hard, soft, quick, small, big, and different shapes e.g. circles lines dots

2-3 years



2. Letter Strings

Letters progress from left to right and from top to bottom as the child "reads" their paper back to an adult. Letter sounds have no relationship between letters chosen and the sounds in a word.

In this stage of development children will:

Enjoy drawing freely

Enjoy making marks on different textures e.g. playdough, sand, touch screen technology

Distinguish between the different marks they make

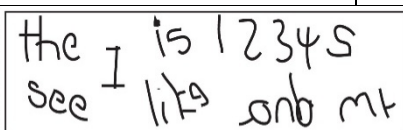
How adults/environment can facilitate mark-making development:

- Listen to and support what children tell you about their drawings and early writing

-Ensure children see you writing for a purpose e.g. labels in areas, note for parents, or a post it reminder for yourself

3-4 Years

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Sometimes gives meaning to their drawings / paintings.</p> <p>Makes up stories, play scenarios and drawings in response to experiences such as outings.</p>	<p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p>Includes mark making and early writing in their play.</p>	<p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.</p>	<p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p>	<p>Attempts to write their own name, or other names and words using combinations of lines, circles and curves or letter-type shapes.</p>	<p>Writes some of the letters of their name accurately.</p>





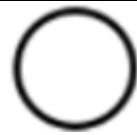

3. Environmental Print

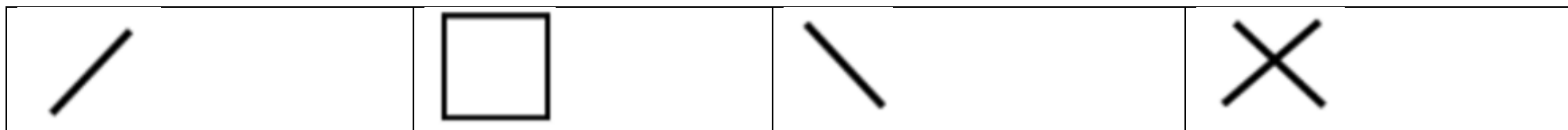
Child copies words from the room around him. He usually does not know what words he has copied, and they do not form a sentence.

How adults/environment can facilitate mark-making development:

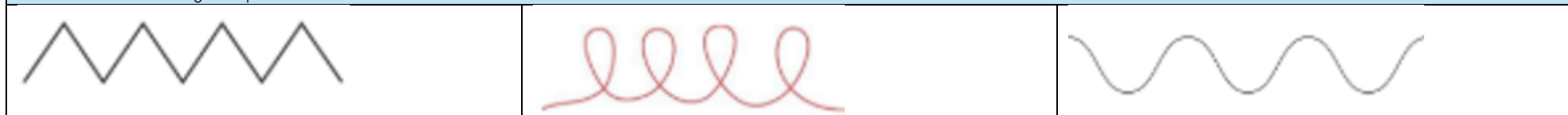
- Notice and encourage children's drawing painting and early writing and the meanings they give to them.
- Celebrate and value children's early attempts at graphic representations focusing on meaning and content initially rather than letter formation.
- Model and include children in using writing to expand playful experiences e.g. making signs for the ship.
- Support children in recognising and writing their own names.
- Provide activities during which children can experiment with writing e.g. writing messages.
- Encourage children to use the mnemonic/ actions linked to Pip and Pap when writing and model this in your own writing.

Pre writing shapes

			
---	---	---	---



Second Pre-writing shapes with flow



4-5 Years - Year R

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Form lower case letters correctly (as they are introduced through Pip and Pap).</p> <p>Spell words by identifying the sounds and then writing the sound with the letters.</p>	<p>Form lower case letters correctly (as they are introduced through Pip and Pap).</p> <p>Spell words by identifying the sounds and then writing the sound with the letters.</p> <p>Write a phrase e.g 'a fat cat'.</p>	<p>Write short caption (subject + verb) with words with known sound-letter correspondence.</p> <p>Form capital letters correctly.</p>	<p>Write short sentences (subject+verb+object) with words with known sound-letter correspondence using a capital letter and full stops are modelled by adults.</p>	<p>Write short sentences (subject+ verb+ object/ subject+ verb + adjective) with words with known sound-letter correspondence using a capital letter and full stop.</p>	<p>Re-read what they have written to check it makes sense.</p> <p>Write simple phrases and sentences that can be read by others.</p>

I see the pig
(I see the pig.)

4. Sight Words in a Sentence

Child writes a sentence that he or she can read back. Spaces between the words are not necessary, nor is end punctuation. Any other words included that are not sight words were found as environmental print in the classroom.

We wn to the s
(We went to the store.)

6. Early Developmental Spelling

Uses sight words and some beginning sounds of a word in a sentence that the child can read back. Some ending sounds of words may begin to appear. There are spaces between most words. Punctuation is not necessary. Child also draws a matching picture to go with the sentence.

To daye i wot to play
withf the white board and
the shapES and I won
to PLAY with my fen
(Today I want to play with the white board
and the shapes, and I want to play with my friend.)

7. Developmental Spelling

There are spaces between all of the words. When using inventive spelling, some medial and ending sounds are written, including some vowels. Punctuation may be added but is not necessary. Child sticks to one topic, and also makes a matching picture.

ELG

One day I saw my
 Frid it was Israel and
 Antonio and They got
 lost I sad Tim.
 The end (One day, I saw my friends. It was
 Israel and Anthony and they got lost.
 I found them. The end.)






Children at the expected level of development will:

- 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.

8. Transitional Spelling

Child writes two or more sentences, using some real spelling that includes words with silent letters. Capitals and punctuation and spaces are used correctly at least some of the time. Child sticks to one topic, and also makes a matching picture.

Transition into Year 1

 Autumn	 Autumn		 Autumn	 Spring	 Summer
<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Form digits 0-9. • Form capital letters. • [KEY] Begin to form lower-case letters in the correct direction, starting and finishing in the right place. 	<ul style="list-style-type: none"> • Write sentences by composing a sentence orally before writing it. • Discuss what they have written with the teacher or other pupils. 	<p>Terminology for Year 1</p> <p>Over the course of the Year 1 curriculum, children should develop and consolidate their understanding across the three terms, by recognising and naming the key terminology of grammar in Year 1: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>Children should also revisit, and consolidate preceding terminology identified in EYFS: Writing, letters, words, sentences, vowels, consonants, punctuation, phonics.</p>			
		<p>Recall/Revisit</p> <p>Children should be able to:</p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well formed sentences. • Express their ideas and feelings verbally about their experiences using full sentences, including use of past, present and future tenses. • Write recognisable letters, most of which are formed correctly. • Write short sentences with known sound - letter correspondences using a capital letter and full stops. • Spell words by identifying the sounds and then writing the sound with letter/s. • Form lower-case and capital letters correctly. • Write simple phrases and sentences that can be read by others. 			
					<ul style="list-style-type: none"> • [KEY] Name the letters of the alphabet in order. • Use a capital letter at the beginning of every sentence. • Use capital letters for people, places, the days of the week and the personal pronoun I. • Use a full stop at the end of every sentence. • Know that one is singular and and more than one is plural and show this in their writing. • Use a range of sentences when using the forms of an auxiliary verb of "to be" in simple sentences [for example, "The dog was dirty"; "The dog is sitting"; "The dog can catch"]. • Write a range of sentences to talk about more than one noun, as a plural [for example, "The boys were happy"; "Those are the boys shoes".