

EYFS F1 Writing End Points

Composition Vocabulary and Sentence Structure	Spelling	Letter formation / Handwriting
<p>Literacy 3 – 4 years</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing e.g. a pretend shopping list; write m for mummy <p>Communication and Language 3 – 4 years</p> <ul style="list-style-type: none"> Use a wider range of vocabulary. Use longer sentences of four to six words. 	<p>Literacy 3 – 4 years</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing e.g. a pretend shopping list; write m for mummy Write some or all of their name. Write some letters accurately (<i>letters from name</i>) 	<p>Literacy 3 – 4 years</p> <ul style="list-style-type: none"> Write some letters accurately (<i>letters from name</i>) <p>Physical 3 - 4 years</p> <ul style="list-style-type: none"> Use large muscle movements to wave flags and streamers, paint and make marks. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand
<p>F1 Scaffolds / Keep-Up / Interventions Tiny Talkers / Talk boost</p>	<p>F1 Scaffolds / Keep Up / Intervention F1 Additional name writing practice in school Provide name card to parents / carers for practice at home.</p>	<p>F1 Scaffolds Keep-up / Interventions “A Different Musician” – pre-writing to music (F1) Pre-writing patterns Dough disco “Jungle Journey” programme Pencil grip activities Tracking – pencil control activities Letter formation (linked to Little Wandle)</p>

EYFS F2 Writing End Points

Composition Vocabulary and Sentence Structure	Spelling	Letter formation / Handwriting
<p>Literacy Reception:</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. <p>ELG Writing</p> <ul style="list-style-type: none"> • Write simple phrases and sentences (that can be read by others). ❖ Write one sentence that can be read by others (<i>preferably</i> with a capital letter, finger spaces and full stop) with most letters correctly formed. ❖ Sentence to contain graphemes taught up to Phase 4 Little Wandle and 'tricky words' from ASP spellings. <p>Communication and Language Reception:</p> <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. <p>ELG Speaking</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences. • Use a range of tenses - past, present and future. • Make use of conjunctions, (with modelling and support from their teacher). <i>Conjunctions - 'and', 'because'.</i> 	<p>Literacy ELG Writing</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. <p>Phonics:</p> <ul style="list-style-type: none"> • Listen to and hear the sounds in CVC, CVCC and CCVC words. • Recall and identify the taught GPCs (the letters that represent the sounds), including some digraphs / trigraphs on a grapheme mat and use this when writing. <i>(Recall and be able to use 80% of digraphs / trigraphs from Phase 2 and Phase 3 Little Wandle)</i> • Spell some taught common exception / tricky words <i>(Scoring 12+ on ASP spelling lists)</i> 	<p>Literacy ELG Writing</p> <ul style="list-style-type: none"> • Write recognisable letters • Write correctly formed letters (most) <ul style="list-style-type: none"> - lower case - upper case <i>(most letters correctly formed – 20 out of 26)</i> • Write simple phrases and sentences that can be read by others. ❖ Write one sentence that can be read by others (<i>preferably</i> with a capital letter, finger spaces and full stop) with most letters correctly formed. <p>ELG Physical (Fine motor)</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

<p>F2 Scaffolds / Keep Up / Interventions Sharing books (Additional sessions to talk about stories and develop language) Little Wandle 'Wordless' books to develop sentence structure and language Helicopter stories</p> <p>❖ <i>Sentence writing practice using sentences from Little Wandle.</i></p>	<p>F2 Scaffolds / Keep-Up / Interventions Little Wandle - Phonics keep-up sessions - Spelling practice (linked to Little Wandle programme) - Sentence practice (linked to Little Wandle programme) Additional name writing practice</p>	<p>F2 Scaffolds / Keep-up / Interventions Dough disco Jungle Journey programme Pencil grip activities Tracking – pencil control Letter formation (linked to Little Wandle)</p> <p>❖ <i>Sentence writing practice using sentences from Little Wandle (ensuring correct letter formation)</i></p>
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