

Specific Area: Literacy – WRITING

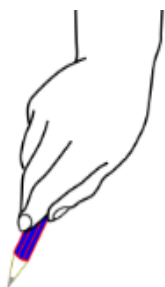
0-2 years	2-3 years	3-4 years	Reception	
<ul style="list-style-type: none"> -Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. -Say some of the words in songs and rhymes. -Copy finger movements and other gestures. -Repeat words and phrases from familiar stories. -Enjoy drawing freely. - know that they can use different tools for writing 	<ul style="list-style-type: none"> -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 -Write some of their name -Begin to Develop their phonological awareness -Begin to Write some letters accurately. 	<ul style="list-style-type: none"> -Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - recognise words with the same initial sound -Engage in extended conversations about stories, learning new vocabulary -Use some of their print and letter knowledge in their early writing. -Write some or all of their name -Write some letters accurately. -Read individual letters by saying the sounds for them. -Blend sounds into words, so that they can read short words made up of known letter-sound correspondences -Read some letter groups that each represent one sound and say sounds for them. 	<ul style="list-style-type: none"> -Form lower-case and capital letters correctly -Spell words by identifying the sounds and then writing the sound with letter/s -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop -Re-read what they have written to check that it makes sense 	<p>Literacy</p> <p>ELG: Writing Children at the expected level of development will:</p> <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.

I went to the RAS
and to the 2 machines.

there was a neggond leaf
pop was a tiny 24.5.18

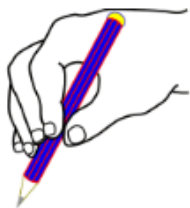
I think the egg is 200
because 2 p or 2 egg
BLAKE
T/A Chall
why is the egg
odd?

Examples of INDEPENDENT ELG standard – evidence in Learning Journeys. Work completed in writing books should be more accomplished due to guided input and modelling given.



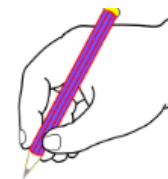
Palmer Grasp + Four finger Grasp

As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.



Five finger Grasp + Pincer Grip

Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zipper, and use crayons or pencils with precision.



Tripod grasp (Three finger)

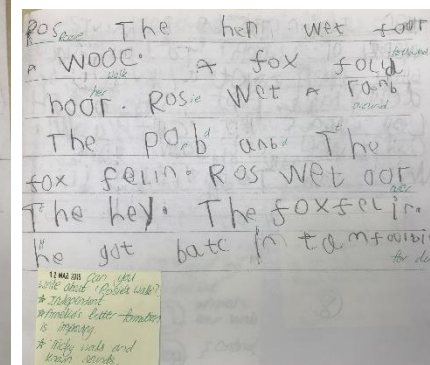
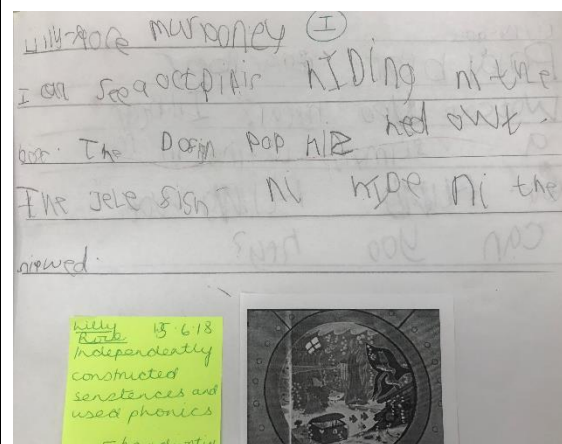
Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.

Federation Reception Meeting requirements for Writing

Reception meeting statements 'Year 1 ready'

- Forms most letters correctly
- Spell some of the taught irregular/high frequency words. (Up to Phase 4)
- Rehearse orally what I write before putting it on paper.
- Link simple sentences (use 'and')
- Order 2 and 3 simple sentences **independently**
- Explore new vocabulary (age and topic specific)
- Use a capital letter at the start of own name.
- Spelling of phonically regular words of more than one syllable.
- Use key features of narrative in their own writing – sequencing/appropriate language.
- Begin to use capital letters and full stops in the right place.
- Mostly use a tripod grip
- Mostly use finger spaces between words

What this looks like:



If children are ELG GDS they should demonstrate:

- Spelling of phonically regular words of more than one syllable.
- Spell many irregular/high frequency words.
- Using own ideas together with known narrative and modelled examples to compose a sequence of sentences which tell a story.

