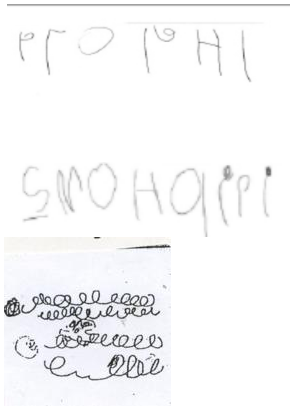
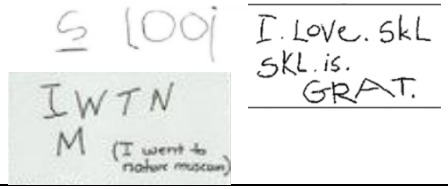
EYFS- Nursery

	Emerging (Birth- 3 years)	Developing (3-4 years)	Secure (End of Nursery)	Emerging 1
Composition and transcription	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. **Physical Development** Develop manipulation and control when mark making. Manage buttons, zips and pour drinks. Explore different materials and tools safely.	Write some or all of their first name. Begin to write initial sounds as captions for drawings. Use some of their print and letter knowledge in early writing such as a pretend shopping list. **Physical Development** Use one handed tools such as scissors. Use a comfortable grip with good control when holding pens and pencils.	Can write my first name independently. Can sequence a story that I know well. Can add captions to my pictures using initial sounds. **Physical Development** Show preference for dominant hand. Use scissors confidently. Use a comfortable grip with good control when holding pens and pencils.	Can write first name and some or all of their surname. Can write CVC words with support sounding out. Can write simple captions with more than an initial sound. **Physical Development** Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.

EYFS- Reception

	Emerging (3-4 years)	Developing (4-5 years)	Secure (End of Reception)	Emerging 1
Composition and transcription	Write some or all of their first name. Begin to write initial sounds as captions for drawings. Use some of their print and letter knowledge in early writing such as a pretend shopping list. **Physical Development** Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives. 	Form lowercase letters 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 a full stop. Begin to use capital letters, finger spaces and full stops in independent writing. Begin to use capital letters, finger spaces and full stops in independent writing. Copy full name from a name label. **Physical Development** Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip. 	***ELG*** *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.* Use a capital letter at the beginning of a sentence and a full stop at the end. Use finger spaces most of the time. Is able to write their first name and starting to write their surname independently. Write digits 0-9 accurately. **ELG- Fine Motor** Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases. 	Consistent use of capital letters, finger spaces and full stops in independent writing. Re-read what they have written to check it makes sense. Form lowercase and capital letters accurately in a pre-cursive style To begin to use capital letters for some proper nouns e.g names, days of the week. Write extended pieces of writing e.g 3-4 sentences. Write digits accurately beyond 10.