

Barley Croft EYFS and KS1 Writing expectations!



Children's ability to move! Gross Motor Skills



Pencil control



PRE-WRITING LINE DEVELOPMENT FOR KIDS



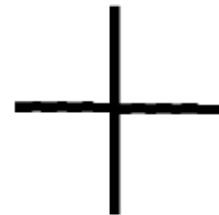
Vertical Line
Age 2 - Imitates
Age 3 - Copies/Masters



Horizontal Line
Age 2 1/2 - Imitates
Age 3 - Copies/Masters



Circle Shape
Age 2 1/2 - Imitates
Age 3 - Copies/Masters



Cross Shape
Age 3 1/2 - Imitates
Age 4 - Copies



Square Shape
Age 4



Right/Left Diagonal Lines
Age 4 1/2



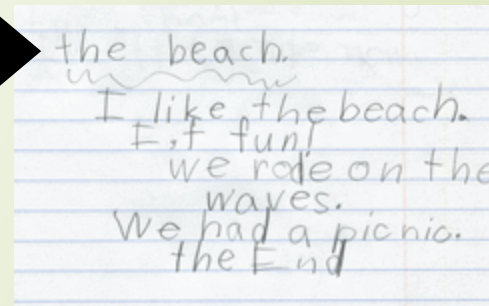
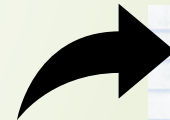
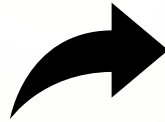
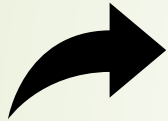
"X" Shape
Age 5



Triangle Shape
Age 5



Writing progression in EYFS



Writing progression in Year 1

- Hold a pen or pencil in the correct and comfortable way
- Know what letter or letter/s to write when they say a word
- Write upper and lower-case letters starting and ending in the right place
- Spell simple words containing the main sounds they've learned in phonics
- Plan out sentences aloud before writing them (if they can't say it they can't write it!)



Writing progression in Year 1

- Combine some sentences to make short descriptions or stories
- Use full stops and capital letters for sentences.
- Write simple sentences using joining words such as 'and'
- Use vocabulary learned within wider reading and include simple description to make the writing more interesting
- Learn to write words with common endings, such as -ed, -ing, -er and -est



Examples of End of Year 1 writing vs Reception





on Friday we went to
the London Aquarium.
we went with my friend
and my teachers on a
coach. I saw a purple
jelly fish that was
wobly and also a grey
stingray.

the beach.

I like the beach.

It's fun!

we rode on the
waves.

We had a picnic.
the End

How to Build a Snowman

Write the steps telling how to build a snowman using first, next, and last. Draw a picture for each step.



First We roll
three balls
of snow on top
of each other.



Next We give
the snow man
two arms and eyes.



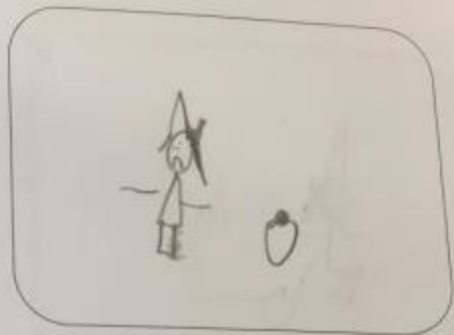
Last We give
the snow man
a hat and

© Sherry Clements 2020

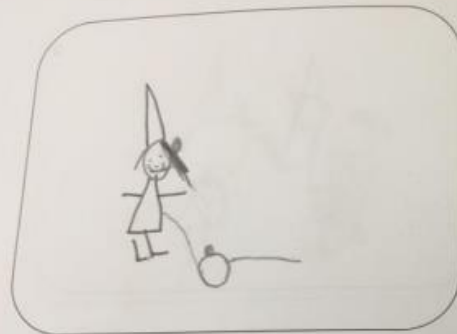
+14.



one a bons time there was a bons witch and a bons Chim-Pan-Zie! How the Chim-Pan-Zie sat on the broom ⁱⁿ the wind and



Next the bons witch let her shoe. Down cried the witch and she flew to the land they searched for the shoe but no shoe could be found. Much better we done!



Then said skipped a snake and the shoe. She gave it to the witch then he said is there room on the broom for a snake like me? Yes cried the witch and away they flew.



After that a dragon came! Chasing the bons calling "help!"

Yesterday a lady called Kirsty came to
our class. She ^{was} an artist.
First we drew three flower pichers and
we traced over them. Next we coloured
the pichers with oil pastels. Then we
painted the flower picher so that it looks
beautiful. If you put the paintbrush in
water it will make it green.

Yesterday a lady called Kirsty
Kirsty came to our class and
she was an artist. First we
drew three flower pichers and
we traced over them. Next we
coloured the pichers with oil
pastels. Then we painted the
flower picher so that it looks
beautiful. If you put the
paintbrush in the water it will
make it green.

Writing progression in Year 2

write simple, coherent narratives about personal experience and those of others (real or fictional)

write about real events, recording these simply and clearly

demarcate **most** sentences in their writing with capital letters and full stops and

use question marks correctly when required

use present and past tense mostly correctly and consistently

use co-ordination (e.g. or / and / but) to join clauses

use some subordination (e.g. when / if / that / because) to join clauses

segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

spell many common exception words*

form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

use spacing between words that reflects the size of the letters



Examples of End of Year 2 Writing expectations

Dear Elliott We know what your machine is it's
a typewriter
How to use it:

1. First put the paper in the typewriter.
2. Turn the dial to feed the paper into the typewriter
3. Next push the keys down ^{to print a letter} firmly
4. Now push the silver lever down on the side of the typewriter
5. If you hear a ding that means ^{you are} at the end of the line ding! ding!
6. You can't take any thing ^{away} or if you make a mistake! ~~back space~~

I hope you learn how to use your typewriter
Love from [redacted] xxx Now you can type letters
me.

There were lots of spiders in the
attic. Some thing was flapping its
wings behind a * enormous box. I
wonder what is in that box thought
Elliott. He crept closer to open
the ^{box} but suddenly a ^{pigeon} ~~pigeon~~ came out
from behind the box. Go away! said
Elliott quietly. The ^{pigeon} ~~pigeon~~ went out
the window. ^{W F} ~~Said~~ Elliott that was
close.

How to help at home!

- Read LOTS! Share stories wherever and whenever possible!
- Talk to your children and talk out loud!
- Listen to your children and support the correct speech sounds (parroting)
- Phonics games and online games can help here are a list we think are useful.
- Let the children write using what they know



ef yad kan
rid this yad
prbli ar
a teechea.

- Any opportunity to write will help – shopping lists, playing teachers, food menus, retelling familiar stories, writing about their favourite thing or place, write about somewhere they have been.



ICT websites to support literacy

<https://www.phonicsplay.co.uk>

<https://www.teachyourmonster.org/>

<https://www.topmarks.co.uk/english-games>

<https://www.phonicsbloom.com/uk/game/list/phonics-games>