Writing Skills and Knowledge
Expected by the End of EYFS

Phonics and Spelling

- Use some of their print and letter knowledge in their early writing.
- Spell words by identifying the sounds and then writing the sound with the letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

Letter Formation, Placement and Positioning

- Shows a preference for a dominant hand.
- Write some letters accurately.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Form lower case and capital letters correctly.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Write recognisable letters, most of which are correctly formed.

Planning, Writing and Editing

- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Engage in extended conversations about stories, learning new vocabulary and use it in different contexts.
- Use some of their print and letter knowledge in their early writing.
- Write some or all of their name.
- Write some letters accurately.
- To write some irregular common words.
- Begin to develop complex stories using small world equipment.
- Articulate their ideas and thoughts in well-formed sentences.
- Describe events in some detail
- Listen to and talk about and retell stories to build familiarity and understanding
- Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.
- Develop storylines in their pretend play.
- Write simple phrases and sentences that can be read by others.
- Invent, adapt and recount narratives and stories with peers and teachers.

Awareness of Audience, Purpose and Structure

- Use a wider range of vocabulary.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Can start a conversation with an adult or a friend and continue it for many turns.
- Use talk to organise themselves and their play.
- Use talk to help work out problems and organise thinking and activities.
- Develop social phrases.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Sentence Construction and Tense	Use of Phrases and Clauses
- Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Use longer sentences of four to six words - Use new vocabulary throughout the day. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	- Use longer sentences of four to six words. - Articulate their ideas and thoughts in well-formed sentences. - Connect one idea or action to another using a range of connectives. - Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Punctuation	**Use of Terminology**
N/A	N/A