



St. Elizabeth's CVA: EYFS Writing Progression

PITA (point in time assessment) statements

EYFS Curriculum Goals	<u>Checkpoint 1</u> End of Advent 1	<u>Checkpoint 2</u> End of Advent 2	<u>Checkpoint 3</u> End of Lent 2	<u>Checkpoint 4</u> End of Pentecost 2	<u>Linked ELGs</u> (Early Learning Goals)
To write a simple sentence and tell an adult what it says.	<ul style="list-style-type: none">• Recognise their name and make marks to represent it.• Writes some letters in their name.• Gives meaning to the marks they make when drawing, painting or writing.• Hears and identifies initial sounds in words.• Hears and identifies final sounds in words.• Orally blends and segments the sounds heard in words.	<ul style="list-style-type: none">• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (pencils for drawing & writing)• Writes most or all of their name with a Capital letter at the beginning (not all formed correctly)• Identifies separate words in spoken sentences.• Hears and identifies medial sounds in words.• Links letters to sounds.• Correctly identifies and writes initial sounds heard in words.	<ul style="list-style-type: none">• Begin to develop the foundations of a handwriting style, which is fast, accurate and efficient.• Talks about the different marks they make.• Begins to form letters and forms some correctly.• Writes own name (some letters may not be formed correctly).• Correctly identifies and writes final sounds heard in words.• Correctly identifies and writes medial sounds heard in words.• Writes the sounds in CVC words in the correct order.• Spells words by identifying the sounds and then writing the sound with letter/s.• Beginning to write some longer words using phonic knowledge.• Writes some tricky words (red words) correctly.• Writes a label for a drawing/diagram.	<ul style="list-style-type: none">• Re-read what they have written to check that it makes sense.• Forming lower-case and capital letters correctly.• Writes a label or caption.• Attempts to write simple sentences.• Beginning to put finger spaces between some words.• Sometimes uses a capital letter for a sentence.• Sometimes uses full stops (not always in the correct place).	<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.