

Birth to Three



Stage of Emergent Writing

Drawing



Scribbling, marks with no meaning

Drawing that represents writing

Physical Development

The child is beginning to develop manipulation and control

The child explores different materials and tools

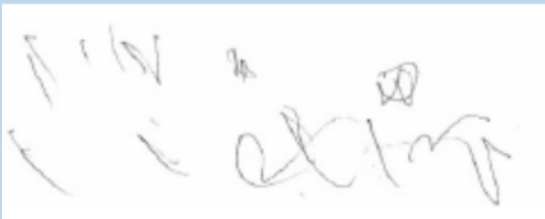
Intention

The child starts to intentionally make marks

Explores paint, using fingers, their body as well as brushes and other tools

Explores ideas and feelings through making marks, and sometimes gives a meaning to the marks they make

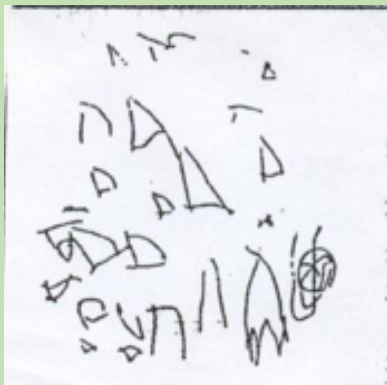
Scribbling



Marks begin to become more purposeful, lines that go across/ up, down/ round and round

Will distinguish between marks

Shapes



Beginning to give meaning to marks but is not consistent

Begins to use representation to communicate

Begins to draw simple shapes such as lines and circles

Create closed shapes with continuous lines, and begin to use these shapes to represent objects

Draw with increasing complexity and detail, such as representing a face with a circle and including detail

Use drawing to represent ideas like movement or loud noises

Show different emotions in their drawings and paintings

Use one handed tools and equipment

Use a comfortable grip with good control when holding pens and pencils

Show a preference for a dominant hand

3 & 4 Year Olds



Shapes

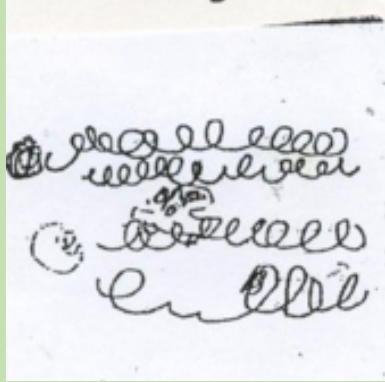


May give short descriptions/meanings to their marks

Marks mainly consist of circles/ lines- no apparent logic

Meaning they ascribe for marks changes person to person/ minute to minute

Mock Handwriting



Marks appear to be more focused and purposeful

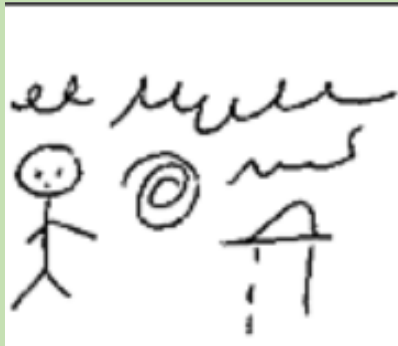
Give one to two-word descriptions

Wavy scribbles that imitate handwriting and have a left to right progression; child pretends to write words.

Letter like forms



Letters and marks that resemble letter like shapes
May copy some letters from their name



Letter strings

Copies some letters from their name/ may write all of name

Gives more detailed descriptions about the meaning of their marks



Marks/ drawings begin to look like what they are drawing
Meaning of marks is consistently the same

Strings of letters that do not create words, written left to right, including uppercase and lowercase letters



Transitional Writing



Letters with spaces in between to resemble words: letters/ words copied from environmental print; letters often reversed

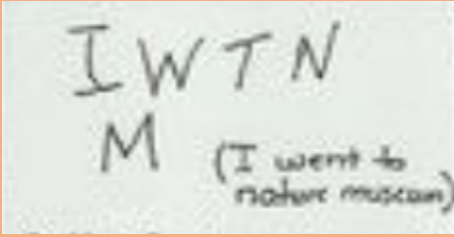
Develop fine motor skills so that they can use a range of tools competently, safely and confidently

Explore, use and refine a variety of artistic effects to express ideas and feelings

Develop the foundations of a

Return to and build on their

Invented or phonetic spelling



Uses identifiable letters that match initial sounds/ ending sounds in words

Gives consistent meaning to their marks

handwriting style which is fast, accurate and efficient

ELG: Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases

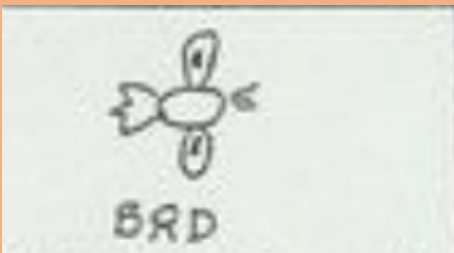
Use a range of small tools, including scissors, paint brushes and cutlery

Begin to show accuracy and care when drawing

previous learning, refining ideas and developing

ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Beginning word and phrase writing

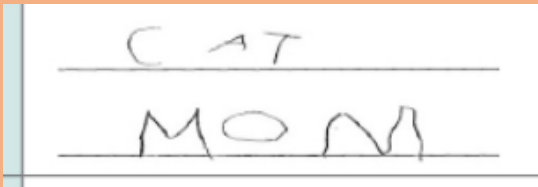


Correctly writes many sounds in a word

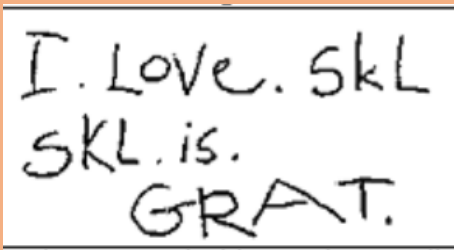
Writes CVC/CVCC words independently

Writes simple keywords correctly

Can write their full name correctly



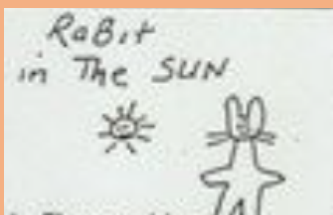
Conventional spelling



Writes short captions with phonetic spelling

Captions contain key words

Attempts to write short sentences in a meaningful context



Sentence writing



Children can write short sentences independently with known letter- sound correspondences that contain accurately spelt key words

Words are phonetically plausible

Can be read by themselves and others

Forms lower case and capital letters correctly

Reception



Uses a capital letter and full stop

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 or sentences that can be read by others

*Information taken from NAEYC, Development Matters 2020, EYFS Framework 2021