

Writing



ELG: expected - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Steps to achieve the expected standard

Children need to have achieved all of the strands and skills within 40-60mths AND all of the strands and skills of the ELG statement independently and consistently. It would be very unusual to achieve expected in writing if your child doesn't achieve expected in 'Moving and Handling'.

Early Years Outcomes 40-60mths

- Gives meaning to marks they make as they draw, write & paint.
- Begins to break the flow of speech into words.
- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words & blend them together.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly & in sequence.
- Writes own name and other things such as labels & captions.
- Attempts to write short sentences in meaningful contexts.

How can we support this?

Gives meaning to marks they make as they draw, write & paint.

Ask your child to explain and give reason to what they produce. Encourage descriptive, creative language through open ended questions.

Begins to break the flow of speech into words.

As your child begins to write, encourage them to say what they are writing and to identify words as they make their marks on to the paper

Continues a rhyming string.

Play rhyming games with your child, the sillier they are, the more learning takes place!

Hears and says the initial sound in words.

As your child wants to write, encourage them to say what they want to write and to identify the correct initial sound for each word as they then write it down. Encourage them to leave a space between each letter to represent the individual words.

Can segment the sounds in simple words & blend them together.

Encourage your child to segment and blend the sounds within the words that they want to write.

Links sounds to letters, naming and sounding the letters of the alphabet.

Encourage your child to identify the sound that they require and write or find on a sound mat the corresponding letter shape. Can they identify the corresponding letter name too?

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly & in sequence.

Encourage your child to form all letter shapes correctly and to write each letter in order as they segment and blend the words that they want to write.

Writes own name and other things such as labels & captions.

Being able to write their own name enables a child to become an individual and take ownership of their work. Being able to add other sounds/words with this encourages the step to writing sentences.

Attempts to write short sentences in meaningful contexts.

Encourage your child to say what they want to write, count the words within the sentence and then write it down. Encourage them to reread their work to check that it makes sense. As this skill progresses, encourage them to start their sentence with a capital letter and to finish it with a full stop.

To achieve the **expected standard within the ELG**, your child needs to be able to achieve all of the above independently showing evidence of spelling some high frequency and tricky words correctly. Their work must be able to be read by others without it needing to be read by the child or annotated.

To achieve the **exceeding standard within the ELG**, your child needs to be able to achieve all of the above independently **and** spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They also need to be able to use key features of narrative in their own writing.