

Birth to Three

3 & 4 Year Olds

Stage of Emergent Writing

Description

Physical Development

Intention

Drawing



Scribbling, marks with no meaning

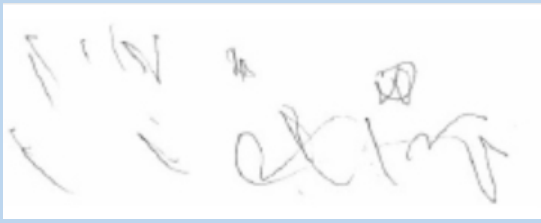
Drawing that represents writing

The child is beginning to develop manipulation and control

The child starts to intentionally make marks

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

Scribbling



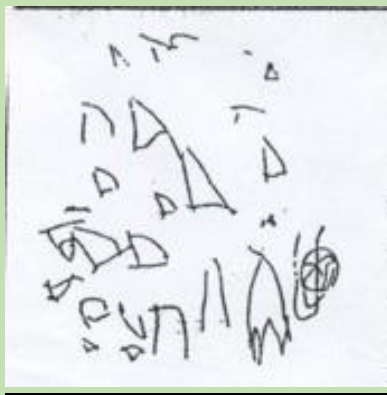
Marks begin to become more purposeful, lines that go across/ up, down/ round and round

Will distinguish between marks

The child explores different materials and tools

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

Shapes



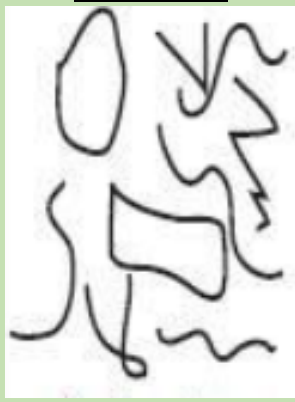
Beginning to give meaning to marks but is not consistent

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

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

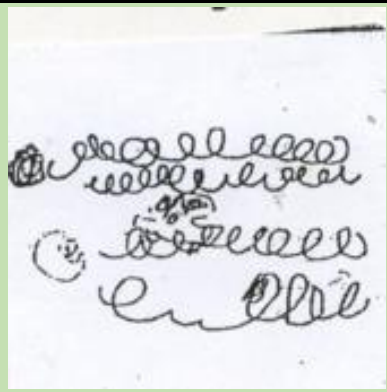
Use one handed tools and equipment

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

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

Mock Handwriting



Marks appear to be more focused and purposeful

Give one to two-word descriptions

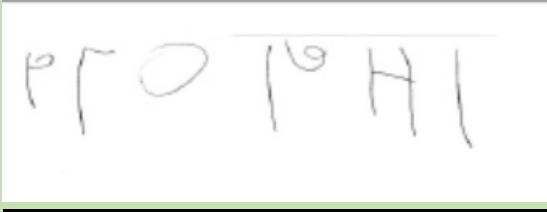
Wavy scribbles that imitate handwriting and have a left to right progression; child pretends to write words.

Show a preference for a dominant hand

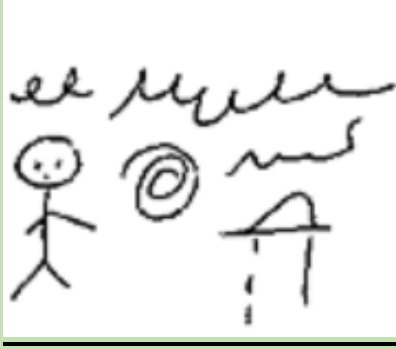
Show different emotions in their drawings and paintings

3 & 4 Year Olds

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

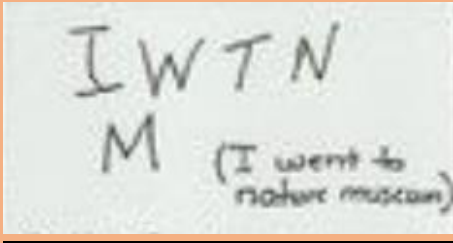


Letters with spaces in between to resemble words: letters/ words copied from environmental print; letters often reversed

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

Invented or phonetic spelling



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

Develop the foundations of a handwriting style which is fast, accurate and efficient

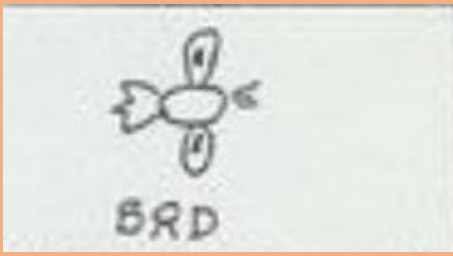
Return to and build on their previous learning, refining ideas and developing

Gives consistent meaning to their marks

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

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



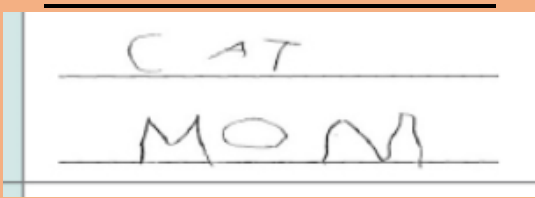
Correctly writes many sounds in a word

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

Writes CVC/CVCC words independently

Begin to show accuracy and care when drawing

Writes simple keywords correctly

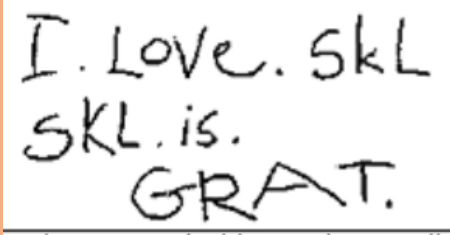


Can write their full name correctly

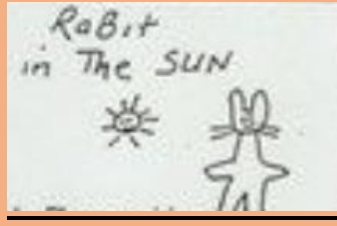
Reception

Reception

Conventional spelling



I. Love. SKL
SKL. is.
GRAT.



Sentence writing



LOST



Lost- flufe Wit Cat.
it is a gtl fer name
is DiAMOND.

Writes short captions with phonetic spelling

Captions contain key words

Attempts to write short sentences in a meaningful context

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

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