

EYFS Writing Assessment

		name	name	name	name	name
Emerging 40 - 60 months	Gives meaning to marks they make as they draw write and paint (Can be a picture, or marks which the children have drawn/ written- and they can give meaning and explain the marks made)					
	Begins to break the flow of speech into words (child verbalises sentences/ captions/ phrases before writing)					
	Continues a rhyming string					
	Hears and says initial sounds in words (children can write words using initial sounds)					
	Can segment sounds in simple words and blend them together (verbally and written)					
	Links sounds to letters – naming and sounding letters of the alphabet					
	Uses some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence					
	Writes own name					
	Writes captions and labels					
	Attempts to write short sentences in meaningful contexts.					
Early Learning Goal Expected	Use phonic knowledge to write words in way that match their spoken sounds					
	Write some irregular common words					
	Write simple sentences that can be read by themselves and others					
	Some words are spelt correctly others are phonetically plausible					
	Some use of finger spaces					
	Letters formed in a cursive font (un-joined)					
	Children can spell phonetically regular words of more than 1 syllable					
	Some use of capital letters					
	Some use of full					
	Finger spaces					
Greater depth Exceeding	Spell many irregular HFW (Tricky words – Phase 2,3 – Y1 CEW)					
	Use key features of narrative in their own writing (once upon a time, the end, they lived happily ever after)					
	Writing may have a clear beginning, middle and end					
	Letters formed in a cursive and consistent font (un-joined)					

