

ASSESSMENT GRID FOR WRITING EYFS

	STAGE A: Typical Range of Attainment in EYFS		
	0.1	0.2	0.3
	30-50 months	40-60 months	Early Learning Goal
Sentence Structure	Sometimes gives meaning to marks as they draw and paint	Gives meaning to marks they make as they draw, write and paint Attempts to write short sentences in meaningful contexts	Write simple sentence/s which can be read by themselves or others (ELG 10- Writing)
	Ascribes meanings to marks that they see in different places - <i>Child understands that writing communicates meaning</i>	Uses some clearly identifiable letters to communicate meaning , representing some sounds correctly and in sequence	Use phonic knowledge to segment and spell some common words correctly and some that are phonetically plausible. (ELG 10- Writing)
		Write own name. <i>Beginning to write words familiar to them e.g. 'dad' 'mam'</i> Write simple labels and captions e.g. a caption on a painting	Write some irregular common words e.g. he, she, the. (ELG 10- Writing)
Punctuation		Write own name using a capital letter	Beginning to leave spaces between words Beginning to use a capital letter and a full stop when writing single sentences <i>(At this level, children to show awareness when reading together of full stops, question marks, exclamation marks)</i>
Text Structure	Can retell a simple past event in correct order (went down slide, hurt finger)	Introduce a storyline or narrative into their play.	Develop their own narratives and explanations by connecting ideas or events using some time connectives (orally) (ELG 3 – Speaking))
	Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences	Links statements and sticks to a main theme or intention	Attempts to write for a variety of different purposes using different features of forms e.g. lists, instructions – usually in child led activities
Composition And Effect	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Uses vocabulary and forms of speech that are increasingly influenced by their experience of books <i>(For example when using props to retell or re-enact fairy tale will use key phrases e.g. once upon a time.. he huffed and he puffed...)</i>	Uses language appropriate to the task when writing in an adult led activity and sometimes uses this in child led activities
	Beginning to be aware of the way stories are structured Suggests how the story might end		

EYFS Writing Assessment to be used for Year 1 pupils who have not yet mastered these key skills