







	Months	Writing
Seeds 	0-12	<ul style="list-style-type: none"> • Moves arms and legs with gradually increasing control • Looks steadily at things for 5 seconds or more • Closes hand firmly around object placed in palm • Reaches, grasps, kicks/batts objects to create movement • Join in with songs and rhymes • Make marks in malleable resources with their finger • Uses whole hand to hold objects • Holds and picks up small objects between thumb and finger • Holds a pen using whole hand to scribble on paper, food sand, mud, paint
	12-24	<ul style="list-style-type: none"> • Draws freely using large movements • Knows that the marks they make are of value • Holds pencil with thumb and fingers • Draws vertical, circular, side to side and to and fro lines • Begins to draw crosses and vertical lines
Sprouts 	24-36	<ul style="list-style-type: none"> • Holds a pencil in a developing tripod grip between thumb and two fingers • Uses different textures such as sand or playdough to make marks • Draw simple recognisable shapes (e.g. <i>tree, sun</i>) • Copies a simple face • Copies simple shapes • Sometimes gives meaning to marks • Uses tripod grip with good control • Starts to copy some horizontal and vertical letters and numbers
	36-48	<ul style="list-style-type: none"> • Tries to write their name using lines, circles, curves or other letter-type shapes • Begins to use anti-clockwise movements and retracing lines to create letters and numbers • Begins to use diagonal lines and patterns • Draws pictures that represent things that they want to share • Writes to pretend with some letters (e.g. <i>lists, letters, recipes</i>) • Imitates adult writing (e.g. <i>continuous lines of shapes and symbols, left to right, top to bottom</i>) • Gives meaning to the marks they make and those around them; writing not recognisable • Writes some letters accurately and can copy letters from own name in sequence • Hears the initial sound in a word orally (e.g. <i>such as own name and everyday objects</i>)



Seedlings 	48-60	<ul style="list-style-type: none">• Begins to write initial sounds in words• Starts their name with a capital letter• Gives meaning to the marks they make via drawing or writing• Uses controlled tripod grip to form recognisable letters; mostly correctly formed• Writes words with CVC structure• Copy writes a short sentence from an adult model• Spell words using sounds that they know• Writes words with CCVC/CVCC structure• Writes words with diagraphs ff ll ss zz, sh, ch, ck th and other learnt diagraphs• Read back words that they have written with accuracy• Begins to write captions using taught sounds• Use everyday words to begin to make simple sentences when they write, using a capital letter and full stop
Saplings 	ELG	<ul style="list-style-type: none">• Writes recognisable letters most of which are correctly formed• Spell words by saying the sounds and writing the words• Writes simple sentences that can be read by others