



EYFS Writing Stepping Stones to Key Stage 1			
Writing: Transcription Spelling and handwriting			
	Literacy		Physical Development
Nursery	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some letters accurately. 		<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand.
Reception	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Form lower case and capital letters correctly. 		<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient.
ELG	Physical Development	Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
ELG	Literacy	Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed.



Writing: Composition			
Planning, Writing and Editing			
	Communication and Language		Literacy
			Expressive Arts and Design
Nursery	<ul style="list-style-type: none"> • Know many rhymes, able to talk about familiar books, and be able to tell a long story. 		<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately.
Reception	<ul style="list-style-type: none"> • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 		<ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense.
ELG	Literacy	Writing	<ul style="list-style-type: none"> • 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 and sentences that can be read by others.
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and teachers.



Writing: Composition			
Awareness of Audience, Purpose and Structure			
	Communication and Language		
Nursery	<ul style="list-style-type: none">• Use a wider range of vocabulary.• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.• Start a conversation with an adult or a friend and continue it for many turns.• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."		
Reception	<ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary throughout the day.• Describe events in some detail.• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.• Develop social phrases.• Use new vocabulary in different contexts.		
ELG	Communication and Language	Speaking	<ul style="list-style-type: none">• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



	Writing: Vocabulary, Grammar, and Punctuation		
	Sentence Construction and Tense		
	Communication and Language		
Nursery	<ul style="list-style-type: none">• Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.• Use longer sentences of four to six words.		
Reception	<ul style="list-style-type: none">• Learn new vocabulary.• Use new vocabulary throughout the day.• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives.		
ELG	Communication and Language	Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

	Use of Phrases and Clauses of Phrases and Clauses		
	Communication and Language		
Nursery	<ul style="list-style-type: none">• Use longer sentences of four to six words.		
Reception	<ul style="list-style-type: none">• Articulate their ideas and thoughts in well-formed sentences.• Connect one idea or action to another using a range of connectives.		
ELG	Communication and Language	Speaking	<ul style="list-style-type: none">• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.



Poetry and Performance			
	Communication and Language		Expressive Arts and Design
Nursery	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 		<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.
Reception	<ul style="list-style-type: none"> • Engage in story times. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs. 		<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.
ELGs	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Non-Fiction			
	Communication and Language		
Reception	<ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 		
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.