



REMAT Early Years Writing Overview

We understand that before children are able to form letters correctly they need to have developed control over their gross and fine motor skills. Within our curriculum children are given opportunities to climb, jump, run, hop, skip, crawl, swing, balance and travel over and under. Children's fine motor skills are also developed by providing fine motor challenges with a variety of resources such as threading, scissors skills, tweezers, nuts and bolts and many more. Mark making and writing enhancements activities are provided for children both indoor and outdoor, with the outdoors giving children the opportunities to mark make on a larger scale.

Resources	chalk boards, chunky chalk, chalk, felt tips pens, coloured pencil, crayons, pastels, paints, thick paint brushes, thin paint brushes, note pads, shopping lists, plain paper, lined paper, coloured paper, card, homemade books- e.g our class, Our trip to the Farm.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Begin to show control over larger movements e.g skipping hopping climbing.</p> <p>Begin to show an interest in fine motor activities e.g threading, tweezers.</p> <p>To be able to make marks with mark making equipment and talk about the marks.</p>	<p>Growing control over larger movements e.g skipping hopping climbing.</p> <p>Growing control over fine motor activities e.g threading, tweezers.</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Shows an interest in using a range of mark making materials.</p>	<p>To begin to develop a comfortable pencil grip.</p> <p>Showing a growing control when using equipment e.g knife and fork, scissors, buttons.</p> <p>Attempts to write and explains what it means e.g a list or a letter to a friend.</p>	<p>To develop a comfortable pencil grip.</p> <p>Manipulates a range of tools and equipment in one hand including paintbrushes, scissors, hair brushes, toothbrushes, scarves and ribbons.</p> <p>Shows a growing control when mark making and is beginning to draw shapes that represent intended outcome- <i>e.g oval for a face, triangle for a party hat.</i></p>	<p>Shows a preference for a dominant hand.</p> <p>To begin to copy letters in my own name.</p> <p>Increasing control when using equipment e.g knife and fork, scissors, buttons.</p> <p>To begin to use some letters of knowledge to communicate written messages.</p>	<p>To be able to copy my own name or write it independently.</p> <p>To begin to correctly form some letters of the alphabet.</p>

<p>Reception</p>	<p>To be able to write name independently with the correct lowercase and uppercase letters</p> <p>To begin to correctly form lower case letters for each single letter sound of the alphabet.</p> <p>To begin to use their sound knowledge to write messages- e.g using initial sounds to represent words. E.g d for doctors</p>	<p>To be able to write name independently with the correct lowercase and uppercase letters</p> <p>To be able to correctly form lower case letters for each single letter sound of the alphabet.</p> <p>To be able to use their sound knowledge to write messages- e.g using initial sounds to represent words. E.g d for doctors</p>	<p>To begin to take care when forming letters and control size.</p> <p>To begin to spell and write two and three sound words.</p>	<p>To use the tripod grip in almost all cases.</p> <p>To be able to spell and write two and three sound words.</p> <p>To be able to correctly form the consonant digraphs <i>sh, th, ng, nk, qu, ch, ll, ss, ff, zz, ck</i></p> <p>To begin to spell and write words containing the consonant digraphs <i>sh, th, ng, nk, qu, ch, ll, ss, ff, zz, ck</i></p> <p>To begin to spell and write short captions using their sound knowledge e.g <i>red shop, bad dog.</i></p>	<p>To be able to spell and write words containing the consonant digraphs <i>sh, th, ng, nk, qu, ch ll, ss, ff, zz, ck</i></p> <p>To be able to correctly form the vowel digraphs <i>ay, ee, igh, ow, oo, oo</i></p> <p>To begin to spell and write words containing the vowel digraphs <i>ay, ee, igh, ow, oo, oo</i></p> <p>To begin to spell and write four sound words e.g <i>pram, skip, jump</i></p> <p>To begin to spell and write taught common misconception words</p> <p>To begin to write short sentences using their sound knowledge and capital letters, full stops and finger spaces. e.g <i>I will play with Sam. I can see a bee. I can jump high.</i></p>	<p>To be able to spell and write words containing the vowel digraphs <i>ay, ee, igh, ow, oo, oo</i></p> <p>To be able to spell and write four sound words e.g <i>pram, skip, jump</i></p> <p>To begin to able to correctly form the digraphs <i>ar, or, air, ir, ou, oy</i></p> <p>To begin to spell and write words containing the digraphs <i>ar, or, air, ir, ou, oy</i></p> <p>To be able to spell and write some common misconception words</p> <p>To be able to write short sentences using their sound knowledge and capital letters, full stops and fingers. e.g <i>I will play with Sam. I can see a bee. I can jump high.</i></p>
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Writing ELG

Children at the expected level of development will:

- 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.

Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing
 - using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

[Pencil grips.](#)