

# What does Writing look like in Early Years?

## Guidance for subject leaders

The EYFS statutory framework has been updated and the revised document will need to be used in all early years' settings and schools from September 2021. It is important that subject leaders understand what their specialist subject looks like in early years; how key knowledge and skills are taught and what progression through these may look like. There is no requirement for schools to adopt a particular teaching style or method and the school curriculum as a whole needs to be considered, so it meets the needs of your children, families and community. The ELG should not be seen as your curriculum as this is very narrow, merely a checkpoint for the end of the reception year. The revised EYFS still has seven areas of learning, rather than the individual subjects used within the National Curriculum but this document will highlight the main links between the two. Communication and Language development is key and is a 'golden thread' which runs through and underpins all other areas of learning, as does Personal, Social and Emotional Development. The statutory framework is supported by two non-statutory documents which schools can choose to use ('Development Matters' and 'Birth to 5 Matters'). The table below shows where learning in early years links to the NC programme of study in Art. These statements are basics upon which to build your full curriculum.



Development Matters		Birth to 5 Matters	
Birth to Three – Babies and young toddlers will be learning to:	<p><b>Communication and Language</b></p> <p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</p> <p>Watch someone's face as they talk.</p> <p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</p> <p>Babble, using sounds like 'ba-ba', 'mamama'.</p> <p>Use intonation, pitch and changing volume when 'talking'.</p>	Range 1	<p><b>Literacy</b></p> <p>Writing systems are complicated ways to symbolise meaning, and children need to learn many skills and develop a lot of knowledge as they begin to write. Writing skills and understanding start to develop in babies and toddlers. Firstly, children begin to understand that written texts are symbolic and carry meaning. Later they begin to produce and read written marks purposefully (See the roots of Writing in Communication and language).</p> <p><b>Communication and Language</b></p> <p>Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.</p> <p>Makes own sounds in response when talked to by familiar adults.</p>

Development Matters		Birth to 5 Matters	
	<p>Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p><b>Physical Development</b></p> <p>Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.</p> <p>Reach out for objects as co-ordination develops.</p> <p><b>Literacy</b></p> <p>Repeat words and phrases from familiar stories.</p> <p>Ask questions about the book.</p> <p>Makes comments and shares their own ideas.</p> <p>Develop play around favourite stories using props..</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p><b>Expressive Arts and Design</b></p> <p>Show attention to sounds and music.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Start to make marks intentionally.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>		<p>Practises and gradually develops speech sounds (babbling) to communicate with adults; says sounds like 'baba, nono, gogo.' Points and looks to make requests and to share an interest.</p> <p><b>Physical Development</b></p> <p>Gradually develops ability to hold up own head.</p> <p>Makes movements with arms and legs which gradually become more controlled - moves hands together/ legs together.</p> <p>Follows and tracks a sound or moving object, moving head and eyes.</p> <p>When lying on back, plays with hands and grasps feet, alternating mouthing hands/feet with focusing gaze on them, and vocalising.</p> <p>Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp.</p> <p>Rolls over from back to side, gradually spending longer on side waving upper leg before returning to back.</p> <p>Develops roll from back right through to front, gradually becoming happy to spend longer on tummy as able to lift head for longer. Explores objects with mouth, often picking up an object and holding it to the mouth for lips and tongue to explore (mouthing).</p> <p>When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms.</p> <p>Starts to creep (belly crawl commando-style) from prone (on tummy) position on the floor, often moving backwards before going forwards.</p> <p>Becomes increasingly able to communicate, both expressing and responding through body movements, gesture, facial expression and vocalisations.</p>
		Range 2	<p><b>Physical Development</b></p> <p>Belly crawling moves into crawling up on hands and knees</p> <p>Becomes adept at changing position from crawling to sitting in order to stop, pick up, handle and investigate objects.</p> <p>Sits unsupported on the floor, leaving hands free to manipulate objects with both hands.</p> <p>Picks up objects in palmer grip and shakes, waves, bangs, pulls and tugs them between two hands while looking at them.</p> <p>Enjoys finger and toe rhymes and games.</p> <p>Pulls to standing from crawling, holding on to furniture or person for support.</p>

Development Matters		Birth to 5 Matters	
			<p>Walks around furniture lifting one foot and stepping sideways (cruising). Starts walking independently on firm surfaces and later on uneven surfaces.</p> <p>Points with first finger, sharing attention with adult.</p> <p>Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint.</p> <p>Pulls, lifts and carries objects, moving them around and placing with intent. Climbs inside, underneath, into corners and between objects.</p> <p>Manipulates objects using hands singly and together, such as squeezing water out of a sponge.</p> <p><b>Communication and Language</b></p> <p>Uses single words</p> <p>Frequently imitates words and sounds</p> <p>Enjoys babbling and increasingly experiments with using sounds Uses words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye)</p> <p>Uses pointing with eye gaze, and then fingers or hands, to make requests and to share an interest</p> <p>Creates personal words as they begin to develop language</p>
3- and 4-year-olds will be learning to:	<p><b>Physical Development</b></p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p><b>Communication and Language</b></p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use a wider range of vocabulary.</p> <p>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.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	Range 3	<p><b>Literacy</b></p> <p>What is often referred to as 'early mark-making' is the beginning of writing. It is a sensory and physical experience for babies and toddlers, which may not yet resemble letters and words but nonetheless carry meaning for the child. (See roots of mark-making and handwriting in Playing and exploring and Physical Development).</p> <p>Begins to understand the cause and effect of their actions in mark making.</p> <p>Knows that the marks they make are of value.</p> <p>Enjoys the sensory experience of making marks.</p> <p><b>Communication and Language</b></p> <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot)</p> <p>Beginning to put two words together (e.g., 'want ball', 'more juice')</p> <p><b>Physical Development</b></p> <p>When holding crayons, chalks etc., makes connections between their movement and marks they make</p> <p><b>Expressive Arts and Design</b></p> <p>Pretends that one object represents another.</p>

Development Matters		Birth to 5 Matters	
	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Sing a large repertoire of songs.</p> <p><b>Literacy</b></p> <p>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; write 'm' for mummy.</p> <p>Write some letters accurately.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately. Engage in extended conversations about stories, learning new vocabulary.</p> <p><b>Expressive Arts and Design</b></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop storylines in their pretend play.</p>	Range 4	<p><b>Communication and Language</b></p> <p>Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating</p> <p>Uses longer sentences (e.g. 'Mummy gonna work') • Beginning to use word endings (e.g. going, cats)</p> <p><b>Literacy</b></p> <p>Distinguishes between the different marks they make</p> <p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. These experiences enable babies and toddlers to see the connection between their actions and the resulting marks, recognising their own agency. As toddlers develop, they increase their understanding of how their marks are symbolic and convey meaning</p> <p><b>Physical Development</b></p> <p>May be beginning to show preference for dominant hand.</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>Holds a writing tool with thumb and all fingers and may begin to use a three fingered (tripod) grip.</p> <p><b>Expressive Arts and Design</b></p> <p>Begins to make-believe by pretending using sounds, movements, words, objects.</p> <p>Uses everyday materials to explore, understand and represent their world - their ideas, interests and fascinations.</p>

Development Matters		Birth to 5 Matters	
Children in reception will be learning to:	<p><b>Communication and Language</b> 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. 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. Use new vocabulary throughout the day. Develop social phrases. Connect one idea or action to another using a range of connectives. Articulate their ideas and thoughts in well-formed sentences. Engage in story times.</p> <p><b>Physical Development</b> 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</p> <p><b>Literacy</b> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p><b>Expressive Arts and Design</b> Develop storylines in their pretend play</p>	Range 5	<p><b>Communication and Language</b> Beginning to use more complex sentences to link thoughts (e.g. using and, because) Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Beginning to use a range of tenses (e.g. play, playing, will play, played); may still make errors, e.g. 'runned' Builds up vocabulary that reflects the breadth of their experiences Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p><b>Literacy</b> Explores and learns how sounds and movements can be changed Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns Sometimes gives meaning to their drawings and paintings Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves Includes mark making and early writing in their play Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p><b>Physical Development</b> Creates lines and circles pivoting from the shoulder and elbow</p> <p><b>Expressive Arts and Design</b> Engages in imaginative play based on own ideas or first-hand or peer experiences. Uses available resources</p>

Development Matters		Birth to 5 Matters	
		Range 6	<p><b>Communication and Language</b>            Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to imagine and recreate roles and experiences in play situations            Links statements and sticks to a main theme or intention • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events            Introduces a storyline or narrative into their play</p> <p><b>Literacy</b>            Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats            Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name            Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p> <p><b>Physical Development</b>            Shows a preference for a dominant hand            Begins to use anticlockwise movement and retrace vertical lines            Begins to form recognisable letters independently            Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p> <p><b>Expressive Arts and Design</b>            Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p>

Development Matters	Birth to 5 Matters
<p><b>Early Learning Goal</b> Children at the expected level of development will:</p> <p><b>Literacy: Writing</b> 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.</p> <p><b>Literacy: Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>Physical Development: Fine Motor Skills:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><b>Expressive Arts and Design: Being Imaginative and Expressive:</b> Invent, adapt and recount narratives and stories with peers and teachers. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p> <p><b>Expressive Arts and Design: Creating with Materials:</b> Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Communication and Language: Speaking:</b> 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.</p>	

## Characteristics children may display which will support future learning in Writing

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go'
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things



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Playing and Exploring	Active Learning	Creating and thinking critically
<p><b>Development Matters</b> Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next. Make independent choices. Bring their own interests and fascinations into early years settings. This helps them to develop their learning. Respond to new experiences that you bring to their attention.</p> <p><b>Birth to 5 Matters</b> Showing curiosity about objects, events and people. Using senses to explore the world around them Engaging in open-ended activity. Showing particular interests. Pretending objects are things from their experience Representing their experiences in play Taking on a role in their play. Acting out experiences with other people. Initiating activities. Seeking challenge. Showing a ‘can do’ attitude. Taking a risk, engaging in new experiences, and learning by trial and error.</p>	<p><b>Development Matters</b> Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. Keep on trying when things are difficult.</p> <p><b>Birth to 5 Matters</b> Maintaining focus on their activity for a period of time. Showing high levels of involvement, energy, fascination. Not easily distracted Paying attention to details Persisting with an activity or toward their goal when challenges occur. Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset). Bouncing back after difficulties. Showing satisfaction in meeting their own goals (I can!). Being proud of how they accomplished something – not just the end result. Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation).</p>	<p><b>Development Matters</b> Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. Review their progress as they try to achieve a goal. Check how well they are doing. Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.</p> <p><b>Birth to 5 Matters</b> Playing with possibilities (what if? what else?). Visualising and imagining options. Making links and noticing patterns in their experience. Making predictions. Testing their ideas. Planning, making decisions about how to approach a task, solve a problem and reach a goal. Checking how well their activities are going. Reviewing how well the approach worked</p>



## What does Writing look like in Early Years?

*“Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires high-quality pedagogical activities to enhance learning. Young children need to be listened to by attentive adults who recognise and value children’s choices. They need enjoyable, playful opportunities of being included and involved in the literacy practices of their home, early years setting, and community environments. They need experiences of creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors, as well as learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills.” (Birth to 5 Matters)*

*“Writing is an important lifelong skill. Children need to learn to write so they can communicate and express themselves.” (DFE)*

*‘Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.’ (Development Matters)*

*“Literacy is about understanding and being understood. Early literacy skills are rooted in children’s enjoyable experiences from birth of gesturing, talking, singing, playing, reading and writing. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is fun and creative.” (Birth to 5 Matters)*

## What Writing might look like in Early Years, including in Indoor and Outdoor Provision

What you might see children doing	What you should see practitioners doing
<ul style="list-style-type: none"> <li>• Mark making and writing indoors and outdoors.</li> <li>• Writing and mark making lists, instructions, notes, invitations as part of their play in areas of continuous provision.</li> <li>• Writing notes to send to other adults in school e.g., milk numbers to the office.</li> <li>• Writing signs and labels for classroom use.</li> <li>• Writing cards and notes for family members and friends.</li> <li>• Writing recipes in the mud kitchen.</li> <li>• Adding labels to models and creations.</li> <li>• Use a wide range of mark making implements which are developmentally appropriate.</li> <li>• Choosing to write as a way of communicating their thoughts and ideas and also when reflecting on past events.</li> <li>• Excitedly writing as a response to a provocation or event.</li> <li>• Sharing with adults what their early marks mean.</li> <li>• Experimenting with a wide range of mark making resources across all areas of provision.</li> <li>• Showing interest when adults around them are writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting a love of reading, books and writing.</li> <li>• Providing a range of high quality, core texts.</li> <li>• Choosing books which are relevant to children’s lives and which represent diversity/ local communities.</li> <li>• Giving children time needed to process information and to formulate a reply.</li> <li>• Explaining new words to the children to increase their vocabulary and modelling these words in context.</li> <li>• Capturing children’s imaginations.</li> <li>• Rephrasing and extending what the children say.</li> <li>• Teaching phonics following an agreed synthetic phonics programme.</li> <li>• Helping children to articulate their ideas.</li> <li>• Supporting children with speech, language and communication needs.</li> <li>• Provide opportunities for mark making in a wide range of ways e.g. clipboards, chalks for paving stones, notepads.</li> <li>• Support gross motor and fine motor development.</li> <li>• Support large scale sensory play.</li> <li>• Give opportunities that involve crossing the midline.</li> <li>• Support opportunities for drawing, including pre-writing shapes.</li> </ul>

What you might see children doing	What you should see practitioners doing
<ul style="list-style-type: none"> <li>• Developing their fine motor skills through activities such as dough, construction, threading, sewing and using tools such as scissors etc.</li> <li>• Being active and developing their gross motor skills by large scale construction, running, climbing, gardening, PE equipment, balancing.</li> <li>• Painting outdoors with water or chalking.</li> <li>• Making marks in mud, sand outdoors.</li> <li>• Making marks with their fingers in trays of goop, rice etc.</li> <li>• Engaging in activities which involve crossing their midline.</li> <li>• Taking part in shared writing with an adult.</li> <li>• Making their own books individually or collaboratively.</li> <li>• Writing their own versions of well known stories.</li> <li>• Writing as part of daily phonic sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Support emergent writing and when appropriate to form letters.</li> <li>• Provide a language rich environment where children enjoy talking and communicating in a range of ways as a precursor to writing.</li> <li>• Provide opportunities for mark making and writing in all areas - indoors and outdoors.</li> <li>• Have a range of resources to support children's role play and acting out their ideas.</li> <li>• Follow children's interests.</li> <li>• Develop and refresh a high quality, well resourced, mark making and writing environment.</li> <li>• Encourage children's imaginative and story-telling skills by scribing their stories for them.</li> <li>• Encourage writing for a purpose and an audience.</li> <li>• Value mark-making and other pre-writing skills.</li> <li>• Base your pre-writing / writing activities on accurate assessments of children's development.</li> <li>• Share your knowledge of early writing with parents and encourage them to support their children appropriately.</li> <li>• Adults should model writing for a wide range of purposes.</li> <li>• Opportunities to see a range of adults writing e.g., parents, community members.</li> <li>• Provide high quality phonics teaching taking the children's interests and abilities into account.</li> </ul>

## The Curriculum – What we want children to learn (Taken from Development Matters)

The curriculum is a top-level plan of everything the early years setting wants the children to learn.

- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children's learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider's web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.

## Progression

	Progression of Skills	Physical skills Gross motor	Physical skills Fine motor	Communication skills	Imagination skills	Mark making skills
2-year room		Developing balance and coordination, developing early spatial awareness. Transporting materials.	Feeding themselves. Building with blocks and completing simple inset puzzles. Turning pages of board books. Exploring cause and effect toys.	Using gestures and early language mainly in relation to themselves.	Beginning to show an interest in small world play and role play. e.g. dressing up or being interested in known characters.	Mark making on a large scale. Begin to make marks such as circles and lines.
Nursery/Pre-school		↓	↓	↓	↓	↓
Reception Class	Running, jumping, skipping, hopping. Developing ball skills. Riding scooters and bikes. Digging, sweeping and climbing.	Developing finger strength through completing puzzles and activities, manipulating dough/ malleable materials, threading, sewing, baking, building with age appropriate construction materials.	Have the necessary skills to tell you what they want to write about or make. To sustain a conversation.	Role play about everyday experiences. Imaginations starts to inform their own writing.	Selects their own resources, appropriate to the task. Uses a range of tools effectively. Make recognisable representation e.g. numbers, people, letters.	

## Assessment in Early Years

As in the previous version of the EYFS the ELGS are not to be used or envisaged as a curriculum. The EYFS clearly states 'The ELGS are there to support teachers to make a holistic, best-fit judgement about a child's development and their readiness for Year One'. Observation checkpoints are included in Development Matters to support practitioners when considering whether children are on track or if additional support is needed.

'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence- Statutory Framework for EYFS 2.2' (See document for more information about assessment, including the three statutory assessments in EY).

## Useful links

### Statutory framework for the Early Years Foundation Stage

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

### Development Matters

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/971620/Development\\_Matters.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/971620/Development_Matters.pdf)

### Birth to Five Matters

<https://www.birthto5matters.org.uk/#:~:text=%20Birth%20to%205%20Matters%3A%20non-statutory%20guidance%20for%20the,Years%20Coalition%2C%20composed%20of%20the%20following...%20More%20>

### DFE- Writing including a short video clip

<https://help-for-early-years-providers.education.gov.uk/literacy/writing>

### Cumbria County Council documents

- Get a Grip
- Developing Fine Motor Skills
- Developing Gross Motor Skills
- Time Together at Home
- Chat Play Share

<https://www.cumbria.gov.uk/childrensservices/childrenandfamilies/cfis/earlyyearsandchildcare/supportforearlyyearsandchildcareprovision.asp>

### Cumbria's English Hub

<https://www.orgill.cumbria.sch.uk/english-hub/>

## Useful further reading

### **Getting Ready to Write:**

Exploring all the crucial development stages before children even pick up a pencil. Alistair Bryce-Clegg (2013) Featherstone

### **The Well-Balanced Child:**

Sally Goddard Blyth (2005) Hawthorn Press.

### **50 Fantastic Ideas for Mark Making:**

Alistair Bryce-Clegg (2015) Featherstone

### **Making My Own Mark- Play and Writing :**

Helen Bromley. A leaflet from Early Education – available to purchase from [www.early-education.org.uk](http://www.early-education.org.uk)

**Please note:** This document is not to be used as a tick list for assessment or planning purposes. Its aim is to support with understanding the revised Statutory Framework and accompanying non-statutory guidance documents. These documents may also be useful for mixed age teachers, new to EY teachers, senior leaders and governors – Cumbria County Council Early Years Team.