



EYFS Writing Concept Map

Writing Key Concepts							
Transcription		Composition					
Handwriting	Spelling	Write with purpose	Organise writing appropriately	Use imaginative description	Use sentences appropriately	Analyse and edit writing	Present and perform writing

	30 - 50 months	40 - 60 months	Early Learning Goals
Transcription - Spelling	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. 	<ul style="list-style-type: none"> • Children use their phonic knowledge to write words in which match their spoken sounds. • Can write some irregular common words. • Some words are spelt correctly and others are phonetically plausible.
Transcription - Handwriting	<ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. • Sometimes gives meaning to marks as they draw and paint. 	<ul style="list-style-type: none"> • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Gives meaning to marks they make as they draw, write and paint. 	<ul style="list-style-type: none"> • They handle equipment and tools effectively, including pencils for writing. • They write simple sentences which can be read by themselves and others.

	<ul style="list-style-type: none"> Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	
Composition - Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses intonation, rhythm and phrasing to make the meaning clear to others. Beginning to use more complex sentences to link thoughts (e.g. using and, because) Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). 	<ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate role and experiences in play situations. Introduces a storyline or narrative into their play. Begins to break the flow of speech into words. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> They write simple sentences which can be read by themselves and others. Can write some irregular common words. Some words are spelt correctly and others are phonetically plausible.