



# WORLINGHAM CEVC PRIMARY SCHOOL

## END OF UNIT OUTCOMES IN ENGLISH (WRITING) - EYFS



| <p><b>1.</b><br/>To understand and use the writing process in order to plan what to write.</p>   | <p><b>2.</b><br/>To write for a range of different purposes and audiences</p>   | <p><b>3.</b><br/>To accurately and consistently use a wide range of punctuation within their writing.</p>  | <p><b>4.</b><br/>To make conscious additions and edits to improve writing.</p>  | <p><b>5.</b><br/>To discuss, explore and use a variety of vocabulary appropriately within different contexts.</p>   | <p><b>6.</b><br/>To confidently express and explain relevant ideas and feelings articulately across a range of contexts</p>                           | <p><b>7.</b><br/>To maintain legibility in joined handwriting when writing at speed and spell most words accurately.</p>  |
|--|---|--|---|---|---|---|
| <ul style="list-style-type: none"> <li>• Knows that marks have meaning.</li> <li>• Gives meaning to marks they make.</li> <li>• Orally retells a simple past event in the correct order</li> <li>• Uses knowledge of familiar texts to re-enact or retell to others, recounting the main points in the correct sequence.</li> <li>• Writes simple phrases and sentences that can be read by others.</li> </ul> | <ul style="list-style-type: none"> <li>• Knows that writing can be used for a range of purposes: send a message, inform, tell a story</li> <li>• writes name, labels, captions.</li> <li>• Uses writing to communicate in a variety of ways, incorporating it into play: lists, signs, menus, cards, letters</li> <li>• Knows the basic structure of a story.</li> <li>• Retells a story through shared composition with an adult.</li> </ul> | <ul style="list-style-type: none"> <li>• Understands what the terms letter, word and sentence mean.</li> <li>• Separate words with finger spaces.</li> <li>• writes own name using a capital letter and personal pronoun I.</li> </ul> | <ul style="list-style-type: none"> <li>• Check their work by attempting to read back what they have written.</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to use story language – Once upon a time, happily ever after.</li> <li>• Begins to join words with and e.g. fish and chips</li> </ul> | <ul style="list-style-type: none"> <li>• Express stories they like.</li> <li>• Relate their own experiences to those that they read about.</li> </ul> | <ul style="list-style-type: none"> <li>• Spells words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Writes some irregular common words; the, to, said, he, she, we, be, go, you, your, come, some</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Writes recognisable letters, most of which are correctly formed.</li> <li>• Writes recognisable digits and capital letters most of which are correctly formed.</li> </ul> |

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

### Growing Minds, Kind Hearts, Rooted in Love

‘Rooted and Grounded in Love’ (Ephesians 3:16)