

ELG – Writing

Children **emerging** into this ELG, tend to be working at Phase 2 (letters and sounds). Often we see evidence of poor/weak pencil control and letter formation. Children are able to [hear] and write dominant and initial sounds and some whole words (VC). Children at this level of attainment often need adult support and prompting to remember 'the next sound they can hear' in a word.

Expected level of attainment – the crucial phrase in the ELG is the writing 'can be read by themselves and others'. Children would be 'secure' at Phase 3 (letters and sounds) that is, they can blend and segment, and know MOST of the 44 phonemes in the English language and use the tricky words from this Phase accurately most of the time. We would want to see evidence of this in writing – whilst not always accurate, we should see children attempting to use most of those phonemes in their writing. Be careful not to put a number on the phonemes seen within writing – the ELG does not mention any numbers!

Children should be able to write simple grammatically correct sentences (more than a caption) independently, realise what writing is for (different purposes) and be willing and motivated to write. We are judging CAL and Literacy ELGs in English. If a child is not using grammatically correct English, then there is doubt they would be able to write it correctly.

Finger spaces are not mentioned in the ELG either, but we do mostly teach finger spaces and it does show that a child is aware that words are separate (see ELG for CAL), but do not penalise a child if they are not always accurate with spaces between words – they are on a journey towards getting it right (see evidence in the exemplification materials)

Exceeding level of attainment - These children really stand out in a Reception class and will number just a few children from a class of 30. They are working at Phase 4/5 (letters and sounds) using and spelling tricky words accurately in their writing. They like to write and will write for pleasure, often write at length and want to tell a story – and this will be independent work. They use narrative, making links with what they are reading (which will be at a high level of fluency in real books) use adjectives for added description, be aware of simple grammar for emphasis. There is a view that for a child to be exceeding in writing, they should be exceeding in EAD, that is, they are creative, imaginative and knowledgeable and we see this in the work they produce.

We need to link with CAL and Reading, both areas in which an 'exceeding' writer will excel.