

Reception Writing Assessment

School Name :

Highlight evidence seen and signpost to its location if possible.

Age	Typical Behaviour
22 to 36 months	<ul style="list-style-type: none">• Distinguishes between the different marks they make.
30 to 50 months	<ul style="list-style-type: none">• Sometimes gives meaning to marks as they draw and paint.• Ascribes meanings to marks that they see in different places.
40 – 60 months +	<ul style="list-style-type: none">• Gives meaning to marks they make as they draw, write and paint.• Begins to break the flow of speech into words.• 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.• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• Writes own name and other things such as labels, captions.• Attempts to write short sentences in meaningful contexts.
Early Learning Goal 10 writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Exceeding	Children can spell phonetically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

To be completed by the teachers who are moderating.

(Please highlight one) Based on the evidence of independent writing presented this child is:

Emerging

Expected

Exceeding

Strengths:

Next steps for the child: