| Foundation Stage<br>Handwriting and Spelling Journey   |  |   |   |   |  |   |  |  |  |  |
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| Half-termly name writing and self-p  | A B  | c p E F   | G<br>in both FS1  | and FS2 and evidenced   | on tiles   | – pencil grip is noted.   |  |  |  |  |
| FS1  | FS1 Assessment<br>point<br>July/ Baseline  | FS2   | Assessment Point  | FS2   | Assessment Point   | FS2   | Assessment Point   |  |  |  |
| Autumn Spring Summer<br><u>Handwriting</u>   | Writes<br>ting or  | Autumn<br><u>Handwriting</u>  | 1   | Spring<br><u>Handwriting</u>  | a  | Summer<br><u>Handwriting</u>  | ۰.   |  |  |  |
| <ul> <li>Use large-muscle movements to wave<br/>flags and streamers, paint and make<br/>marks. – groups of flipper flapping<br/>etc</li> <li>Use one-handed tools and equipment,<br/>for example, making snips in paper<br/>with scissors.</li> <li>Use a comfortable grip with good<br/>control when holding pens and<br/>pencils</li> <li>Shows a preference for a dominant<br/>hand.</li> <li>Write some letters accurately in name</li> <li>To make marks and give meaning to<br/>these marks</li> </ul> | Recognise their name and make marks to represent it - Writes<br>some letters in their name<br>Gives meanings to the marks they make when drawing, painting or<br>writing | <ul> <li>Develop their fine motor skills<br/>so that they can use a range of<br/>tools competently, safely and<br/>confidently. Suggested tools:<br/>pencils for drawing and writing,<br/>paintbrushes, scissors, knives,<br/>forks and spoons. E.g. through<br/>Dough Disco, threading,<br/>message centre</li> <li>Write some letters accurately. –<br/>Following Little Wandle<br/>Progression, children are to<br/>practise writing letters using<br/>formation phrases</li> <li>Use their core muscle strength<br/>to achieve a good posture when<br/>sitting at a table or sitting on<br/>the floor.</li> <li>To form shapes and patterns on<br/>paper e,g, zig zag, swirl etc</li> </ul> | Writes some letters with accuracy - Uses one handed tools<br>with developing confidence - beginning to use a tripod grip<br>beginning to add detail to drawings – | <ul> <li>Form lower case<br/>and capital<br/>letters correctly.</li> <li>Develop the<br/>foundations of a<br/>handwriting<br/>style which is<br/>fast, accurate<br/>and efficient.</li> <li>To form the<br/>digits 0-9.</li> <li>Begin whole<br/>school<br/>handwriting<br/>progression (all<br/>single letters<br/>have been<br/>introduced<br/>during Autumn</li> </ul> | Numbers are formed correctly - Forms lower and upper case<br>letters - uses one handed tools competently - | <ul> <li>Hold a pencil<br/>effectively in<br/>preparation<br/>for fluent<br/>writing – using<br/>the tripod grip<br/>in almost all<br/>cases</li> <li>To<br/>understand<br/>which letters<br/>belong to<br/>which<br/>handwriting<br/>'families'<br/>(i.e. letters<br/>that are<br/>formed<br/>in similar<br/>ways) and to</li> </ul> | To form recognisable letters - Are the letters the correct size?<br>- hold the pencil with a tripod grip |  |  |  |

| Spelling         Foundations for Phonics linked to Little         Wandle Progression         • Hears and says initial sounds in words         • Hears and says final sounds in words         • Can orally blend words | ls in words - Hears and<br>Orally blends and segments   | All letters to be introduced in print<br>throughout FS.<br><u>Spelling</u><br>Little Wandle – Phase 2 single sounds<br>and consonant digraphs<br>Use some of their print and<br>letter knowledge in their early<br>writing. For example: writing a  | writes CVC words                            | Term)<br>*continuously check<br>the progress of<br>children's<br>handwriting ( pencil<br>grip, letter<br>formation and<br>directionality)<br><u>Spelling</u><br>Little Wandle – Phase<br>3 digraphs and<br>trigraphs<br>• Write captions<br>• Spell some | spell words by   | practise<br>these.<br>Spelling<br>Little Wandle – Phase 4<br>consonant blends<br>Write short<br>sentences with<br>words with  | To spell some  |
|---|---|---|---|--|--|---|--|
|   | - Hears and identifies initial sounds in words<br>identifies final sounds in words - Orally blen<br>the sounds heard in words | <ul> <li>write 'm' for mummy.</li> <li>Identify and write initial sounds in words</li> <li>Identify and write final sounds in words</li> <li>To identify and write medial sounds in words</li> <li>To segment a word for writing</li> <li>To write/build CVC words – handwriting should not be a barrier to children who are spelling – give magnetic letters or grapheme cards to children who are not confident writers.</li> </ul> | writes initial sounds - writes final sounds | <ul> <li>Correctly</li> <li>Spell words by<br/>identifying the<br/>sounds and then<br/>writing the<br/>sound with<br/>letters</li> </ul>   | <ul> <li>writes captions - spell some tricky words<br/>identifuing sounds</li> </ul> | <ul> <li>correspondences<br/>using a capital<br/>letter and full<br/>stop.</li> <li>C, K or CK –<br/>when to use –<br/>children will<br/>learn when to<br/>use c, k or ck<br/>in words.</li> <li>*only ask children to write<br/>sentences that they have<br/>sufficient knowledge of<br/>letter-sound<br/>correspondence. Dictate<br/>sentences to ensure<br/>that they contain only<br/>the taught sound-letter<br/>correspondences.</li> </ul> | <ul> <li>writes short sentences including digraphs<br/>tricky words</li> </ul> |