EYFS Profile exemplification for the level of learning and development expected at the end of the EYFS

Literacy

ELG10 – 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 sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Explanatory notes

The child writes for a range of purposes in meaningful contexts. The child’s writing may include features of different forms such as stories, lists, labels, captions, recipes, instructions and letters. The child’s writing is phonetically plausible when he or she writes simple regular words and particularly when he or she attempts to write more complex words. The child and others can read and make sense of the text.
On Saturday I
Went to the
Metrodoom
Is a man and a woman with a visor
I went on the slide
Context
Ben is in the role play area which is a hospital

Observation

"a packet of tablets and medicine and a can of medicine. This is all."

Ben and Natalie were in the role play area. Natalie is pretending to be poorly. Ben writes out a prescription which will make her better he says.

'A packet of tablets and medicine and a can of medicine. This is all'
Oscar had spent over 40 minutes building a giant's castle with a small group. It was nearing the end of the session and he was keen that it was not taken down. "We need a notice now!" he announced, "I'm going to make it!" He organised himself in the writing area. This is what he wrote:

'Pleze doant BRak the casle' (Please don't break the castle)

As he wrote he turned round to tell me, "This very important and special!" He proudly placed his notice on the castle and stood 'on guard.'

Jasmine.

I like droring at the droring ta'ibb. I like to droring Fwaw.

And droring hawtis. I am gud at drorin.

Then I tid up and play anc.
Molly made a Valentine's Day card for her mum and dad.

“I can spell ‘happy’, I’ve done it in birthday cards too - it’s h, a, p, p, y - happy.”

“Valentines - hmmm - v, a, l, val e, n, valen t, i, n, s, s”
I went to
Land of I saw
dinosaurs
and I went to
the museum
Context
The class had been making card and there was a selection of resources in the mark making area. Scarlet chose to go to this area and independently wrote an invitation to Miss Swaine.

Observation

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to miss swayn
you are invited
to my party
love
scarlett
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Scarlet selected the paper and black felt pen. She copied ‘invited’ from a selection of helpful words. She wrote the key words independently – to, you, area, my and love and she used her phonic knowledge m-i-s-s and s-w-ay-n.

She held the pen in her right hand with the correct pincer grip. She confidently wrote a, r, d, e – her letter m and n not so. When she had finished the card she took it to Miss Swaine with a big smile on her face as she read it.

‘To Miss Swayn. You are invited to my party. Love Scarlett F xxxxxx’
Context
Set of instructions to how you get ready for ‘Red nose’ day – Aimee

Observation

<table>
<thead>
<tr>
<th>Red Nose Day</th>
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1. Get red nose. 2. Put your red nose on. 3. Put red clothes on. 4. Pay 20p in to wear your red nose. 5. It is red nose day!
How to look after bees

1. Do not stand on them
2. And neither pick them up
3. And neither chas them
4. Feed and friends too
5. Never make hole when you make it school

Spider
Caterpillar
Ladybird
Bumble Bee
Snail
Butterfly
B excitedly explains all the components of his new quad bike. His friends listen and then begin to draw the bike and label the parts recalling the technical names of each.

Following this experience, B writes a letter to the teacher thanking her for letting him bring his bike to school.

His dad said, ‘I’ve never seen him choose to write on his own like this before.’

After setting up an obstacle course, AL wrote, ‘start’, at the beginning of the course.

As dinosaur detectives, N. independently wrote a report on fossils for the dinosaur museum.
The rich resources in the writing area inspired M to write her own version of the traditional tale, (from a previous story telling session).

M proudly tells the practitioner, ‘I’ve written my own story, it’s like the one in the book.’

After discovering an ant’s nest whilst exploring in the garden, I offered D a magnifying glass which he was excited to use, D then decided to go on a mini beast hunt.
Harry’s most successful writing comes out of the continuous curriculum opportunities. He is keen to write notices that inform or instruct others as he sees these as important. “I’m writing this because everyone needs to know it!” On these occasions his body language indicates high levels of involvement. He reads this work back with expression.

He is showing a growing interest in writing and can now write his full name, some simple CVC and a few high frequency words. His letter formation is improving and the majority of letters are formed correctly. He uses his phonic knowledge to segment and spell simple words. When attempting to spell more complex words, is able to hear and write the initial and dominant sounds. He is beginning to write captions and simple sentences and is showing a greater understanding of the construction of a sentence. He is also developing left to right orientation.

![Note]

you can
had six
peas of
coober

To Harry I wish I could read your books to me.
I hav moaz his sumreeyn
it is speel.

Jordans gang
cais
peess fo
1-00wls
Mccarcks
choof

Mum
dad
Gramar
ucl tom
art m
sash
Hudds
Cidy
Context
Set of instructions to how to plant seeds - Alfie

Observation

1. ‘Put soil in the pot. 2 Put seeds in pot. 3. Water the pot’

To Blackbeard you are very mean so if it's you should zip your mouth back so it's not you should work the plant. From Dillon

Isabel

Placing up your coat don't throw it on the fur.