



Standards  
& Testing  
Agency

# EYFS Profile exemplification Learning journey

## 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.*

28<sup>th</sup> September

Writing area – gravel trays (child initiated)

M used her right hand index finger in the gravel tray. She said "I can write the a in my name properly now. You have to go all the way round, up, down and a little flick!" As she talked through the formation, she formed the letter a correctly in the gravel.

31<sup>st</sup> October

Outside – child initiated

M said, "can I play with the chalk?" She took a piece and began to write letters. She said, "I can write my second name now." She said each of the letter sounds in turn as she wrote her name on the floor. She formed all of the letters in her second name correctly.



13<sup>th</sup> June

Writing area – child initiated

M spent most of the morning session in the writing area. She brought her writing to me and said, "This is what I did at the weekend!"

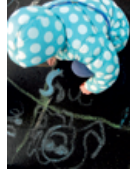
She did not have to tell me what she had written as I could read it all without mediation!

At the weekend I went to the beach and had beach-huts and swings and saw the sea to make. She the tide came in and me and Holly had a puddle in the sand.

17<sup>th</sup> November

Interactive whiteboard – child initiated

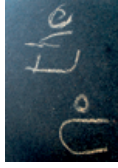
The activity had been used during a phonics session, but had been left on the interactive whiteboard for children to access independently during the afternoon. Each screen showed a picture of a CVC object, and had a range of letters for children to drag and drop onto a phoneme frame. M looked at the first picture and said, "hat, h-a-t". She dragged each letter in order onto the frame to spell the word. She repeated this with "pig" and "cat" – orally segmenting the word before dragging and dropping the matching letters.



5<sup>th</sup> December

Outside – child initiated

M picked up some chalk and began to draw. She then said "I'm drawing you!" She continued to draw, (she orally segmented). She wrote mis underneath her picture. She drew a second picture and said "This is Jacob. I can write Jacob. J-a-i-c-u-b" (she orally segmented). She wrote Jakub under her picture. I asked if she could write anything else. I said some CVC words, M orally segmented these and wrote them with the chalk. She then also wrote "the" and "no" on the floor.



5<sup>th</sup> January

Writing area – child initiated

M brought some writing to show me. She said, "This is what I got for Christmas. I got a doll for Christmas."



3<sup>rd</sup> February

Writing area – child initiated

M was playing with two other children (B and E). M was carrying a clipboard and pen.

M: "we're playing Pizza Hut. I'm taking the order."

B: "a spicy one" M wrote spiysee. E: "chicken" M wrote chic.

E: "a hot one". M wrote hot.

B: "can I have a meat pizza?". M wrote meet.



5<sup>th</sup> April

Writing area – child initiated

As part of adult led activities earlier in the week, the children had looked at and investigated "spring objects", had described what they could see in "spring pictures" and had written sentences with support. Blank writing frames had been left for children to use in their child-initiated activities. M said, "I've written I can see some blossom trees growing in the grass and I can see some daisies growing."

I can see some  
blossom trees  
in the grass and  
I can see some  
daisy-anies

25<sup>th</sup> February

Writing area – child initiated

M returned to the classroom from her phonics group. She went into the writing area and selected paper and a pen. She said, "I can write captions and sentences!"

She appeared to "make pictures in her head", then wrote sentences to match, orally segmenting words and saying sentences to herself as she wrote them down.

cat a a a b e d o  
o c a t a a b e d o  
I can see a pig  
I fly my pig  
I fly my pig  
+ + + + + +

May and June

Writing area – child initiated

M was extremely excited about her new rabbit! She brought photos in to show to the class, and during this time often chose to draw pictures of her rabbit. On several occasions, she also added sentences to her pictures.

heart me my  
is a rabbit  
and she is grey

I am special because  
I have a pet  
Dylan and his  
name is Harmony  
Max makes  
special

25<sup>th</sup> February

Writing area – child initiated

M was playing with B, using the Beebot – programming the toy to move and stop on picture cards. When the toy stopped, the children said words and captions to one another, and M wrote them down. This had previously been an adult led phonics activity, which had been left for children to access during their child-initiated play.

look in  
the box  
cat  
bow down  
to kate  
bell  
pen  
net  
ball  
koi  
boy