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.
She added sentences to her pictures. She chose to draw pictures of her rabbit. On several occasions, she brought her writing to show to the class. She spent most of the morning session in the writing area! She formed all of the letters in her name correctly. She could write her second name now. She said, “I can write my second name – child initiated.”

She formed the letter a correctly in the gravel. She wrote them down. She then also wrote “the” and “no” on the floor. She wrote “the” and “no” on the floor. She 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 around, up, down and a little flick!” As she talked through the writing area, she continued to use these words and captions with the chalk. She then started to write a word onto a phoneme frame. M looked at the first picture and said, “hat, hat...” or “hat...”, “I can write hat...”, “I can write ‘hat’...”. She wrote “hat” and “hat...” onto a phoneme frame. She then also wrote the “the” and “no” on the floor.

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

The children had looked at and investigated “spring objects”, had described what they could see in “spring pictures” and during this time often combined words they can spell to write simple sentences which can be read by themselves and others. They form all letters correctly. They write some irregular common words. They apply this phonic knowledge to write other words in ways which match sounds they hear. They write words in ways which match the sound they hear. Children write words using the letters and sounds they have learnt and apply this phonic knowledge to write other words in ways which match the sounds they hear. They can spell to write simple sentences which can be read by themselves and others. They form all letters correctly.

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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 during this time often combined words they can spell to write simple sentences which can be read by themselves and others. They form all letters correctly. They write some irregular common words. They apply this phonic knowledge to write other words in ways which match sounds they hear. They can spell to write simple sentences which can be read by themselves and others. They form all letters correctly.