WRITING: FOUNDATION STAGE - FSP FOCUS

N.B. - FSP Points 4-8 have equal value and can be achieved in any order. **Children who are consistently working beyond the Early Learning Goals should be recorded as FSP-W9**

All writing	FSP 1 & FSP 2	FSP 3	FSP 4 & 5	FSP 6, 7 & 8	1C – Low 1
Sentence Structure *AF5*	**Oral Sentence Structure** ▪ Uses simple statements & questions often linked to gestures. (EYFS-LfC30-50)	**Oral Sentence Structure** ▪ Begins to use more complex sentences. (EYFS-LfC30-50) ▪ Begins to break the flow of speech into words. (EYFS-W40-60+)	▪ Uses simple grammatical structures. (EYFS-LfC40-60+) **Oral Sentence Structure** ▪ Links statements and sticks to a main theme or intention. (EYFS-LfC40-60+)	▪ **Begins to form captions and simple sentences...** (FSP – W8) ▪ Write their own names and other things such as labels, captions and begin to form simple sentences.(EYFS-W40-60+)	▪ Beginning to express ideas in recognisable words or phrases
Punctuation *AF6*		**Oral Sentence Structure** ▪ Uses intonation, rhythm and phrasing to make their meaning clear to others. (EYFS-LfC30-50)		▪ **…sometimes uses punctuation** (FSP–W8)	▪ Some evidence of awareness of the use of full-stops, but often at the end of a line instead of a sentence, or random usage.
Text Structure and Organisation *AF3* *AF4*	▪ Sometimes gives meaning to marks as they draw and paint. (EYFS-W30-50) ▪ Ascribes meanings to marks they see in different places. (EYFS-W30-50) ▪ **Experiments with mark making, sometimes ascribing meaning to the marks.** (FSP W1) ▪ **Uses some clearly identifiable letters to communicate meaning.** (FSP – W2)	**Oral Composition** ▪ Enjoys listening to and using spoken & written language, and readily turns to it in their play and learning. (EYFS-LfC40-60+) ▪ Consistently develops a simple story, explanation or line of questioning. (EYFS-LfC40-60+)	**Oral Composition** ▪ Begins to use talk instead of action to rehearse, reorder & reflect on past experience, linking significant events from own experience & from stories, paying attention to sequence & how events lead into one another. (EYFS- LfT40-60+) ▪ Begins to make patterns in their experience through linking cause and effect, sequencing, ordering and grouping. (EYFS- LfT40-60+)	**Oral Composition** ▪ **Uses talk to organise, sequence & clarify thinking, ideas, feelings and events.** (FSP-LCT7)	▪ Uses recognisable letters and words to convey meaning. ▪ Writing may need some mediation.
Creating & Shaping Texts – AF1 *AF2*	**Oral Composition** ▪ Uses talk, actions & objects to recall & relive past experiences. (EYFS-LfT30-50)	**Oral Composition** ▪ Uses language for an increasing range of purposes. (EYFS-LfC40-60+) ▪ Uses writing as a means of recording and communicating. (EYFS-W40-60+)	**Oral Composition** ▪ Responds to stories, songs & other music, rhymes & poems & makes up own stories, songs, rhymes & poems. (EYFS-LfC40-60+)	▪ **Attempts writing for different purposes, using features of different forms** (FSP – W6), such as lists, stories and instructions. (EYFS- W40-60+)	▪ Usually makes simple statements about ideas, events or facts.
AF7	**Oral use of language** ▪ Uses vocabulary focused on objects & people who are of particular importance to them. (EYFS-LfC30-50) ▪ Builds up vocabulary that reflects the breadth of their experiences. (EYFS-LfC30-50)	**Oral use of language** ▪ Uses a widening range of words to express or elaborate on ideas. (EYFS-LfC30-50) ▪ Begins to use talk to pretend imaginary situations. (EYFS- LfT40-60+)	**Oral use of language** ▪ **Uses language to imagine & recreate roles & experiences.** (FSP – LCT5) ▪ Uses vocabulary & forms of speech that are increasingly influenced by their experience of books. (EYFS-LfC40-60+)	**Oral use of language** ▪ Extend their vocabulary, **exploring the meanings & sounds of new words.** (FSP – LCT7)	▪ Beginning to use story language in oral retelling of familiar stories. ▪ Uses topic-related words in role-play.
Word Structure & Spelling *AF8*	**Oral use of language** ▪ Enjoys rhyming & rhythmic activities. (EYFS-LSL30-50) ▪ Recognises rhythm in spoken words. (EYFS-LSL30-50) ▪ **Joins in with rhyming & rhythmic activities.** (FSP – LSL1) ▪ **Shows an awareness of rhyme & alliteration**. (FSP – LSL2)	▪ **Links some sounds to letters.** (FSP – LSL3) ▪ **Represents some sounds correctly in writing.** (FSP – W3)	▪ Continues a rhyming string. (EYFS-LSL40-60+) ▪ Hears and says initial sounds in words and knows which letters represent some of the sounds. (EYFS-LSL40-60+) ▪ **Links sounds to letters, naming and sounding letters of the alphabet.** (FSP–LSL4) ▪ **Hears and says sounds in words** (FSP-LSL5) ▪ In own writing often records consonants, but omits vowels ▪ **Writes own name & other words from memory.** (FSP –W4)	▪ **Blends sounds in words.** (FSP –LSL6) ▪ Hears and says sounds in words in the order in which they occur. (EYFS-LSL40-60+) ▪ **Uses phonic knowledge to write simple regular words & make phonetically plausible attempts at more complex words.** (FSP – W7)	▪ Beginning to spell some simple high frequency words correctly, *e.g. and, it, the, to,* ▪ Some evidence of making plausible attempts using knowledge of initial and final phonemes.
Presentation & Handwriting	▪ Uses one-handed tools and equipment. (EYFS-HW30-50) ▪ Draws lines & circles using gross motor movements. (EYFS-HW30-50) ▪ Manipulates objects with increasing control. (EYFS-HW30-50)	▪ Begins to use anticlockwise movement & retrace vertical lines. (EYFS-HW40-60+) ▪ Begins to form recognisable letters. (EYFS-HW40-60+)	▪ **Holds a pencil & uses it effectively to form recognisable letters, most of which are correctly formed.** (FSP –W5)		▪ Some frequently used letters are correctly shaped, but may be inconsistent in size and orientation. ▪ Beginning to use space bar and keyboard to type name and simple text.

Pink = FSP statements N.B. Where there is 'insufficient evidence' to make a reliable judgement for an AF, annotate with **'IE'.**

FSP – W9	**Level 1**
Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.	Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.