

PROGRESSION IN WRITING

Date: January 2020

Review Date: January 2021

Subject Leader: Catherine Inhester

This document aims to give guidance on the progression of Writing across the year groups.

Phonics and Spelling Rules	EYFS (30-50mths to ELGs)	KS1	
	30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2
	<p>To continue a rhyming string</p> <p>To hear and say the initial sounds in words</p> <p>To segment the sounds in simple words and blend them together</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet</p> <p>To use their phonic knowledge to write words in ways which their spoken sounds</p>	<p>To spell words containing each of the 40+ phonemes already taught</p> <p>To spell common exception words for Y1</p> <p>To spell the days of the week</p> <p>To name the letters of the alphabet in order</p> <p>To use letter names to distinguish between alternative spellings of the same sound</p> <p>To add prefixes and suffixes, eg</p>	<p>To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learning to spell common exception words for Y2</p>

		<p>adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs</p> <p>To use the prefix un-</p> <p>Use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of the root words (eg helping, helped, helper, eating, quicker, quickest)</p> <p>Apply spelling rules and guidance as listed in <i>English Appendix 1, National Curriculum 2014</i></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Compound words such as <i>whiteboard, superman</i></p> <p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular, for examples, the girl's book)</p> <p>Distinguishing between homophones and near-homophones</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful. -less, -ly</p> <p>Apply spelling rules and guidance as listed in <i>English Appendix 1, National Curriculum 2014</i></p> <p>Write from memory simple sentences dictated by the teacher that include words</p>
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			using the GPCs, common exception words and punctuation taught so far
Handwriting	<p>Non-cursive</p> <p>To sometimes give meaning to marks as they draw and paint</p> <p>To realise tools can be used for a purpose</p> <p>To draw lines and circles using gross motor movements</p> <p>To use one-handed tools and equipment eg makes snips in paper with scissors</p> <p>To hold pencil between thumb and two fingers, no longer using whole-hand grip</p> <p>To hold a pencil near point</p>	<p>Non-cursive</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p>	<p>Cursive</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>

	<p>between first two fingers and thumb, and uses it with good control</p> <p>To copy some letters eg letters from their name</p> <p>To give meaning to marks they make as they draw, write and paint</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>To show a preference for a dominant hand</p> <p>To begin to use anticlockwise movement and retrace vertical lines</p> <p>To begin to form recognisable letters</p>		<p>Use spacing between words that reflects the size of the letters</p>
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	<p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p> <p>To show good control and coordination in large and small movements</p> <p>To move confidently in a range of ways, safely negotiating space</p> <p>To handle equipment and tools effectively, including pencils for writing</p> <p>To write simple sentences which can be read by themselves and others</p>		
Composition	<p>To speak to retell a simple past event in correct order (eg I went down the slide, I hurt my finger)</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen</p>	<p>Write sentences by:</p> <p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <p>Writing narratives about personal experiences and those of others (real and</p>

	<p>next, recall and relive past experiences</p> <p>To use talk in pretending that objects stand for something else in play (eg 'This box is my castle')</p> <p>To engage in imaginative role play based on own first-hand experiences</p> <p>To build stories around toys eg farm animals needing rescue from an armchair cliff</p> <p>To capture experiences and responses with a range of media such as music, dance and paint and other materials or words</p> <p>To link statements and sticks to a main theme or intention</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>Sequencing sentences to form short narratives</p> <p>Re-reading what they have written to check it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p> <p>Writing for different purposes</p> <p>Consider what they are going to write before beginning by:</p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down key ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions,</p>
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	<p>To introduce a storyline or narrative into their play</p> <p>To write own name and other things such as labels, captions</p> <p>To attempt to write short sentences in meaningful contexts</p> <p>To play cooperatively as part of a group to develop and act out a narrative</p> <p>To develop their own narratives and explanations by connecting ideas or events</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p>		<p>revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation (eg ends of sentences correctly punctuated)</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>
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Vocabulary, Grammar and Punctuation	<p>To use vocabulary focussed on objects and people that are of particular importance to them</p> <p>To build up vocabulary that reflects the breath of their experiences</p> <p>To begin to understand 'why' and 'how' questions</p> <p>To question why things happen and give explanations, asking questions such as who, what when, how</p> <p>To use a range of tenses in speech</p> <p>To show an understanding of prepositions such as 'under,' 'on top,' 'behind,' by carrying out an action or selecting correct picture</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new</p>	<p>To use simple sentence structures</p> <p>To join words and clauses using 'and.'</p> <p>Sequence sentences to form short narratives</p> <p>Separate words with spaces</p> <p>To be introduced to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and the personal pronoun 'I'</p> <p>Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>Use subordination such as <i>when, if, that, because</i> and coordination such as <i>or, and, but</i></p> <p>Use expanded noun phrases for description eg 'the blue butterfly'</p> <p>Recognising which sentences are statements, questions, exclamations or commands</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress eg 'she is drumming,' 'he was shouting'</p> <p>Use of capital letters, full</p>

	<p>words</p> <p>To use language to imagine and recreate roles and experiences in play situations</p> <p>To express themselves effectively, showing awareness of listeners' needs</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>		<p>stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns eg 'the girl's name'</p> <p>Terminology: noun, noun phrase, statement, question, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>
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