

PROGRESSION IN WRITING			
Date		Review Date	Subject Leader
September 2020		August 2021	Catherine Inhester
Phonics and Spelling Rules	EYFS	KS1	
	(30-50mths to ELGs)	Year 1	Year 2
	To continue a rhyming string	To spell words containing each of the 40+ phonemes already taught	To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
	To hear and say the initial sounds in words	To spell common exception words for Y1	
	To segment the sounds in simple words and blend them together	To spell the days of the week	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
	To link sounds to letters, naming and sounding the letters of the alphabet	To name the letters of the alphabet in order	
	To use their phonic knowledge to write words in ways which their spoken sounds	To use letter names to distinguish between alternative spellings of the same sound	Learning to spell common exception words for Y2
		To add prefixes and suffixes, eg adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs	Compound words such as <i>whiteboard</i> , <i>superman</i>

		<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>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 using the GPCs, common exception words and punctuation taught so far</p>
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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 between first two fingers and thumb, and uses it with good control</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>Use spacing between words that reflects the size of the letters</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>To use a pencil and hold it effectively to form recognisable</p>		
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	<p>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 next, recall and relive past experiences</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 fictional)</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>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, revisions and corrections to their own writing by:</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>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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<p>Vocabulary, Grammar and Punctuation</p>	<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 words</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 stops, question marks and</p>
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	<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 taking about events that have happened or are to happen in the future</p>		<p>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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