

Purston Infant School – Progressions in English

Writing

		Three and Four-Year Olds	Reception	ELG	Year 1	Year 2
Phonics and Spelling Rules	Area					
		<ul style="list-style-type: none"> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</li> </ul>	<ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with the letter/s</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop</li> </ul>		<ul style="list-style-type: none"> <li>To spell words containing each of the 40+ phonemes already taught</li> <li>To spell common exception words for Y1</li> <li>To spell the days of the week</li> <li>To name the letters of the alphabet in order</li> <li>To use letter names to distinguish between alternative spellings of the same sound</li> <li>To add prefixes and suffixes, eg adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs</li> <li>To use the prefix un-</li> <li>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)</li> <li>Apply spelling rules and guidance as listed in English Appendix 1, National Curriculum 2014</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>To spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>Learning to spell common exception words for Y2</li> <li>Compound words such as whiteboard, superman</li> <li>Learning to spell more words with contracted forms</li> <li>Learning the possessive apostrophe (singular, for examples, the girl's book)</li> <li>Distinguishing between homophones and near-homophones</li> <li>Add suffixes to spell longer words, including -ment, -ness, -ful. -less, -ly</li> <li>Apply spelling rules and guidance as listed in English Appendix 1, National Curriculum 2014</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>

Area		Three and Four-Year Olds	Reception	ELG	Year 1	Year 2
Writing	Letter formation/Handwriting	<ul style="list-style-type: none"> <li>Use large-muscle movements to wave flags and streamers, paint and make marks</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors</li> <li>Use a comfortable grip with good control when holding pens and pencils</li> <li>Shows a preference for a dominant hand</li> <li>Write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>Form lower case and capital letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>Write recognisable letters, most of which are correctly formed</li> </ul>	<ul style="list-style-type: none"> <li><b>Non-cursive</b></li> <li>Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>Form capital letters</li> <li>Form digits 0-9</li> <li>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>	<ul style="list-style-type: none"> <li><b>Cursive</b></li> <li>Form lower-case letters of the correct size relative to one another</li> <li>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</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Use spacing between words that reflects the size of the letters</li> </ul>

		Area	Three and Four-Year Olds	Reception	ELG	Year 1	Year 2
Writing	Composition		<ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>Engage in extended conversations about stories, learning new vocabulary.</li> <li>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>Write some or all of their name.</li> <li>Write some letters accurately.</li> <li>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li> </ul> <p>• Use a wider range of vocabulary.</p> <p>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>• Start a conversation with an adult or a friend and continue it for many turns.</p> <p>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Form lower case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>Re-read what they have written to check it makes sense.</li> <li>Develop storylines in their pretend play.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Describe events in some detail.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> <li>Use new vocabulary in different contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Invent, adapt and recount narratives and stories with peers and teachers.</li> <li>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Composing a sentence orally before writing it</li> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check it makes sense</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others (real and fictional)</li> <li>Writing about real events</li> <li>Writing poetry</li> <li>Writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about</li> <li>Writing down key ideas and/or key words, including new vocabulary</li> <li>Encapsulating what they want to say, sentence by sentence</li> <li>Make simple additions, revisions and corrections to their own writing by:</li> <li>Evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>Proof-reading to check for errors in spelling, grammar and punctuation (eg ends of sentences correctly punctuated)</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>

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Phonics and Spelling Rules	Vocabulary/Grammar/Punctuation/Poetry and Performance/Non-Fiction		<ul style="list-style-type: none"> <li>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</li> <li>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>Use longer sentences of four to six words.</li> <li>Use longer sentences of four to six words.</li> <li>Sing a large repertoire of songs.</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Engage in story times.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> <li>Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<ul style="list-style-type: none"> <li>To use simple sentence structures</li> <li>To join words and clauses using 'and.'</li> <li>Sequence sentences to form short narratives</li> <li>Separate words with spaces</li> <li>To be introduced to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Capital letters for names and the personal pronoun 'I'</li> <li>Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>Use subordination such as when, if, that, because and coordination such as or, and, but</li> <li>Use expanded noun phrases for description eg 'the blue butterfly'</li> <li>Recognising which sentences are statements, questions, exclamations or commands</li> <li>Correct choice and consistent use of present tense and past tense throughout writing</li> <li>Use the progressive form of verbs in the present and past tense to mark actions in progress eg 'she is drumming,' 'he was shouting'</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns eg 'the girl's name'</li> <li>Terminology: noun, noun phrase, statement, question, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</li> </ul>

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