



Learning, Caring and Growing Together in Faith

St Andrew's C of E Infant School

Progression in Writing Knowledge & Skills

Area of learning	Reception	Year 1	Year 2
Assessment	<p>ELG's – Literacy</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words by identifying sounds in them and representing the sound with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	National Curriculum – English	National Curriculum – English Teacher Assessment Framework
Phonic & whole word spelling children should:	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words (LIT)</p> <p>Recall & identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing (LIT)</p> <p>Spell some taught common exception/ high frequency & familiar words (LIT)</p>	<p>Spell words containing each of the 40+ phonemes taught (NC)</p> <p>Spell common exception words (NC)</p> <p>Spell the days of the week (NC)</p> <p>Name the letters of the alphabet in order (NC)</p> <p>Use letter names to distinguish between alternative spellings of the same sound (NC)</p> <p>Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly (NC)</p> <p>Learn 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 (NC)</p> <p>Learn to spell common exception words (NC)</p> <p>Distinguish between homophones and near-homophones (NC)</p>
<u>End of year expectation</u>	<ul style="list-style-type: none"> • Children to be secure in phase 2 • Children to be secure in phase 3 • Children to be working within phase 4 • Children to spell phase 2 tricky words 	<p>All of previous year and:</p> <ul style="list-style-type: none"> • Children to be secure in phase 4 • Children to be secure in phase 5 • Children to spell all phase 3 tricky words 	<p>All of previous years and:</p> <ul style="list-style-type: none"> • Children to be confident in spelling words with alternative sounds • Children to spell all phase 5 tricky words correctly

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	<ul style="list-style-type: none"> Children to spell 'some' of the phase 3 tricky words <p><i>Children can use tricky word mats, working walls and displays to support the spellings and sounds.</i></p>	<ul style="list-style-type: none"> Children to spell all phase 4 tricky words Children to spell 'some' phase 5 tricky words <p><i>Children can use tricky word mats, working walls and displays to support the spellings and sounds.</i></p>	
Other word building spelling children should:		<p>Other word building spelling – use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs (NC)</p> <p>Use the prefix un- (NC)</p> <p>Use -ing, -ed, -er and -est where no change is needed in the spelling of the root words (NC)</p> <p>Apply simple spelling rules and guidance from NC</p>	<p>Learn the possessive apostrophe (singular) (NC)</p> <p>Learn to spell more words with contracted forms (NC)</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly (NC)</p> <p>Show awareness of silent letters in spelling e.g. knight, write</p> <p>Use -le ending as they most common spelling for this sound at the end of words</p> <p>Apply spelling rules and guidelines from Appendix 1 (NC)</p>
Transcription Children should:	Write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (during the teaching of phonics)	Write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (during the teaching of phonics) (NC)	Write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (during the teaching of phonics) (NC)
<u>End of year expectation</u>	<ul style="list-style-type: none"> Children can write from memory a dictated sentence that includes words taught so far Children can hold a dictated sentence in their head 	<p>All of previous year and:</p> <ul style="list-style-type: none"> Children can use the spelling rule for adding -s or -es Children can use the prefix -un when the root word does not change 	<p>All of previous years and:</p> <ul style="list-style-type: none"> Children can add suffixes -ness and -er to create nouns Children can add suffixes -ful, -less, -er, -est to create adjectives

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	<ul style="list-style-type: none"> Children can write their own simple sentence that includes sounds taught so far Children's sentences 'mostly' have finger spaces 	<ul style="list-style-type: none"> Children can use the suffixes -ing, -ed, -er and -est when the root word does not change Children can apply simple spelling rules and guidelines as listed in appendix 1 of the National Curriculum Children can write from memory dictated sentences that include words taught so far Children can hold a dictated sentence in their head 	<ul style="list-style-type: none"> Children can use the suffix -ly to run adjectives into adverbs Children can write from memory dictated sentences that include words and punctuation taught so far Children can hold a dictated sentence in their head
Handwriting Children should:	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient (PD)</p> <p>Begin to form letters in line with the teaching of phonics (LIT/PD)</p> <p>Form lower-case letters correctly using the Red Rose letter rhymes (LIT/PD)</p> <p>Hold a pencil using the tripod grip</p> <p>Begin to form capital letters with support</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly (NC)</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place (NC)</p> <p>Form capital letters (NC)</p> <p>Form digits 0-9 (NC)</p> <p>Understand which letters belong to which handwriting 'families' and practice these (NC)</p>	<p>Form lower-case letters of the correct size (NC)</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are left un-joined (NC)</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters (NC)</p> <p>Use spacing between words that reflects the size of the letters (NC)</p>
<u>End of year expectation</u>	<ul style="list-style-type: none"> Hold a pencil with a tripod grip Form all lower-case letters correctly, starting and finishing in the right place and going the right way round (<i>in almost all cases</i>) 	<p>All of previous year and:</p> <ul style="list-style-type: none"> Hold a pencil with an effective grip Form lower-case letters correctly – starting and finishing in the right place, going the right way round and correctly orientated 	<p>All of previous years and:</p> <ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another Use upper-case letters appropriately e.g. not using capitals within words

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	<ul style="list-style-type: none"> Letters a, d, h, i, l, m, n, t, u must have flicks 	<ul style="list-style-type: none"> Have clear ascenders and descenders Form capital letters correctly Letters a, d, h, i, l, m, n, t, u must have flicks 	<ul style="list-style-type: none"> Write upper-case letters of the correct size relative to lower-case letters Start using some of the diagonal and horizontal strokes needed to join letters
Contexts for writing Children should:	<p>Child initiated sentence writing in continuous provision</p> <p>Write sentences about personal experiences</p> <p>Write sentences about real events</p> <p>Write sentences linked to stories that are read to them</p> <p>Write for different purposes</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p>
End of year expectation across all year groups	<p>Children should feel positive about writing, feel confident to write for different purposes and understand that writing is a lifelong skill.</p>		
Composition:- Planning writing Children should:	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p> <p>Think of a sentence to write</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p>	<p>Plan or say out loud what they are going to write about</p>

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<p>Composition: Drafting, writing and Editing Children should:</p>	<p>Think of a sentence to write</p> <p>Say aloud the sentence they want to write</p> <p>Write a simple sentence or caption</p> <p>Use a capital letter and full stop during guided writing/modelled writing, edited with a purple pen under the guidance of the teacher</p>	<p>Orally compose a sentence</p> <p>Write a sentence</p> <p>Use capital letters and full stops, this might be during writing or when editing using a purple pen</p> <p>Sequence sentences to form short narratives</p> <p>re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils</p> <p>Use a purple pen to correct spellings, missed words or punctuation</p>	<p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Evaluate their writing with the teacher and other pupils</p> <p>Re-read 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>proofread to check for errors in spelling, grammar and punctuation</p>
<p>Composition: Evaluating and Editing Children should:</p>	<p>To check written work by reading aloud their work to the teacher and make changes using a purple pen under the guidance of the teacher (LIT)</p>	<p>Discuss their writing with adults and peers giving opinions using full sentences e.g. I like my story because.....</p> <p>Discuss their writing with adults saying what they like about it using full sentences e.g. My favourite word is....</p> <p>Use the following speaking frames to discuss their work: - The best word I have used is..... My handwriting is good because..... I am proud of my writing because.....</p>	<p>Edit and improve their own writing with specific guidance from the teacher</p> <p>Evaluate their writing with adults saying what is good about it and how they can improve</p> <p>Proof read to check for errors in spelling, grammar and punctuation</p> <p>Edit and improve own writing with some signposting from the teacher</p> <p>Proof reading to check for errors in spelling, grammar and punctuation, including correcting verbs e.g. he walking to he walked</p>
<p>Performing writing Children should:</p>	<p>Read their sentence aloud to an adult</p>	<p>Read their writing to the teacher</p> <p>Read their writing to a small group</p> <p>Read their writing to the whole class</p>	<p>Read their writing to the teacher with appropriate intonation to make meaning clear</p>

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		Read their writing aloud clearly enough to be heard by their peers and the teacher	Read their writing to a small group with appropriate intonation to make meaning clear Read their writing to the whole class with appropriate intonation to make meaning clear
End of year expectation	<p>Children should be able to think of a sentence and say it out loud</p> <p>Children should be able to write a simple sentence using phase 3 tricky words and sounds</p>	<p>Children should be able to orally plan, rehearse and sequence ideas</p> <p>Children should be able to use familiar plots for structuring the opening, middle and end of their stories</p> <p>Children should be able to orally compose every sentence before writing</p> <p>Children should be able to re-read every sentence to check it makes sense</p> <p>Children should be able to compose and sequence their own sentences to write for different purposes</p> <p>Children should be able to discuss their writing with adults and their peers</p> <p>Children should be able to read aloud their writing audibly to adults and peers</p>	<p>Edit and improve own writing in relation to audience and purpose</p> <p>Proofread to check for errors in spelling, grammar and punctuation</p> <p>Proofread to check for correct for of verbs within sentences</p>
Vocabulary Children should:	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)	Leave spaces between words Join words and joining clauses using "and" Use familiar adjectives to add detail e.g. red apple, bad wolf	Use expanded noun phrases to describe and specify attempt some varied vocab and use some varied sentence openings e.g. time connectives
Grammar Children should:	To make writing exciting using wow words (adjectives). (LIT)	use regular plural noun suffixes (-s, -es)	use coordination (using or, and, or but) use commas in lists use sentences with different forms:

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	To begin to know sentences can be extended using a joining word (conjunction) (LIT)	<p>use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>use the un- prefix to change meaning of adjectives/adverbs</p> <p>combine words to make sentences, including using and</p> <p>sequence sentences to form short narratives</p> <p>separate of words with spaces</p> <p>use sentence demarcation (. ! ?)</p> <p>use capital letters for names and pronoun 'I')</p>	<p>statement, question, exclamation, command</p> <p>use subordination (using when, if, that, or because)</p> <p>use apostrophes for omission & singular possession</p> <p>use the present and past tenses correctly and consistently including the progressive form</p> <p>use extended simple sentences e.g. including adverbs and adjectives to add interest</p> <p>use some features of written Standard English</p> <p>Learn how to use selected grammar for Year 2</p> <p>Use and understand grammatical terminology when discussing writing</p>
Punctuation Children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	<p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks use sentence demarcation CL . ? Exclamation marks and commas in a list Apostrophes for contracted form and for possession</p>
Grammatical Terminology	<p>letter</p> <p>capital letter</p> <p>word</p> <p>sentence</p> <p>full stop</p>	<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>plural</p> <p>sentence</p> <p>punctuation</p>	<p>noun</p> <p>noun phrase statement</p> <p>question</p> <p>exclamation</p> <p>command</p> <p>compound</p> <p>adjective</p>

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		full stop question mark exclamation mark	verb suffix adverb tense (past, present) apostrophe comma
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