

Writing Progression of Skills EYFS to end of KS1

The document below demonstrates how we structure and sequence our writing curriculum across the school to ensure our pupils gain a rich and wide range of skills, knowledge and vocabulary, effectively built upon year on year.

Writing-Handwriting

EYFS	Year 1	Year 2
Give meaning to marks they make as they draw, write and paint.	Sit correctly at a table, holding a pencil comfortably and correctly	Form lower-case letters of the correct size relative to one another
Sit correctly at a table, learning to hold a pencil comfortably and correctly	Form lower-case letters in the correct direction, starting and finishing in the right place	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
Write identifiable lower case letters using the cursive script and numbers 0-9.	Form capital letters correctly.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	Form digits 0-9 correctly.	Use spacing between words that reflects the size of the letters
	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	

Writing Composition

EYFS	Year 1	Year 2
<p>Write own name and other things such as labels, captions.</p> <p>Begin to break the flow of speech into words</p> <p>Compose a sentence orally before writing it with adult support.</p> <p>Attempt to write short sentences in meaningful contexts.</p> <p>Write simple sentences which can be read by themselves and others.</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> ♣ saying out loud what they are going to write about ♣ composing a sentence orally before writing it ♣ sequencing sentences to form short narratives ♣ re-reading what they have written to check that it makes sense ♣ discuss what they have written with the teacher or other pupils ♣ read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> ♣ evaluating their writing with the teacher and other pupils ♣ 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 ♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>read aloud what they have written with appropriate intonation to make the meaning clear</p>

Writing-Vocabulary, Grammar and Punctuation

EYFS	Year 1	Year 2
<p>Recognise and begin to use a full stop.</p> <p>Recognise and begin to use a capital letter for the start of a sentence and the personal pronoun I.</p> <p>Begin to leave spaces between words.</p> <p>Learn the correct use of grammar orally.</p>	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ leaving spaces between words ♣ joining words and joining clauses using and ♣ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark ♣ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' ♣ learning the grammar for year 1 in English Appendix 2 ♣ use the grammatical terminology in English Appendix 2 in discussing their writing 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> ♣ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> ♣ sentences with different forms: statement, question, exclamation, command ♣ expanded noun phrases to describe and specify [for example, the blue butterfly] ♣ the present and past tenses correctly and consistently including the progressive form ♣ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ♣ the grammar for year 2 in English Appendix 2 ♣ some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Writing-Transcription

EYFS	Year 1	Year 2
<p>Hear and say the initial, middle and end sound in words.</p> <p>Segment the sounds in simple words and blend them together.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some simple irregular common words.</p> <p>Spell some short, simple words correctly and others which are phonetically plausible.</p>	<p>Spelling (see English Appendix 1)</p> <p>Pupils should spell:</p> <ul style="list-style-type: none"> ♣ words containing each of the 40+ phonemes already taught ♣ common exception words ♣ the days of the week ♣ name the letters of the alphabet: ♣ naming the letters of the alphabet in order ♣ using letter names to distinguish between alternative spellings of the same sound <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> ♣ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ♣ using the prefix un– ♣ using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Spelling (see English Appendix 1)</p> <p>Pupils should spell:</p> <ul style="list-style-type: none"> ♣ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ 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 ♣ learning to spell common exception words ♣ learning to spell more words with contracted forms ♣ learning the possessive apostrophe (singular) [for example, the girl’s book] ♣ distinguishing between homophones and near-homophones ♣ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <p>apply spelling rules and guidance, as listed in English Appendix 1</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>

