

Progression of Skills for Writing

EYFS Reception **Writing**

30-50months

Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.

40-60months

Gives meaning to marks they make as they draw, write and paint.

Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words.

Can segment the sounds in simple words and blend them together.

Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.

ELG

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Exceeding

Can spell phonetically regular words of more than 1 syllable.

Can spell many irregular but high frequency words.

Use key features of narrative in their own writing.

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Year 1

	Vocabulary, Grammar & Punctuation	Spelling & Handwriting	Organisation & Purpose
WTS Working towards	<ul style="list-style-type: none"> To sometimes use full stops To start writing with a capital letter. 	<ul style="list-style-type: none"> To use phonics to spell simple words. To spell some Yr 1 common exception words. To form lower case letters in the correct direction, starting and finishing in the right place. To form lower-case letters of the correct size. Use spacing between words. 	<ul style="list-style-type: none"> To write about a familiar event. To write simple sentences that carry meaning. To invent own composition which may need mediating to be understood and begin to identify some mistakes such as spelling, missing words & missing punctuation.
End of Year (Exp)	<ul style="list-style-type: none"> To use some topic related words To use full stops and capital letters to demarcate sentences with some use of question marks & exclamation marks. To use familiar adjectives to add detail (e.g. red apple, bad wolf) in some writing To begin to use "and" to create extended sentences (e.g. She was very slim and very tall) - and to join clauses (e.g. She was very tall and she liked eating sweets) To choose some appropriate vocabulary relevant to subject matter To often use capital letters for names and the personal pronoun "I" To identify meaning of - word, sentence, letter, capital, full stop, 	<ul style="list-style-type: none"> To usually spell correctly of high frequency single morpheme words To spell many of the common exception words To spell most words containing each of the 40+ phonemes (up to and including phase 5) scan segment and spell most words containing adjacent consonants (e.g. boost, champ, burnt) To add the prefix un (e.g. undo, unlock) to words To use letter names to distinguish between alternative spellings of the same sound To spell most words of more than one syllable which have close graphic/phonic correspondence (e.g. picnic, cowboy) 	<ul style="list-style-type: none"> To convey basic information and ideas through topic related word choice To write for a range of purposes eg. (recount, instructions) To read their writing through with support to identify & correct some mistakes. To make simple connections between ideas, events(e.g. repeated nouns, pronouns) To show some control over word/events through

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	<p>punctuation, singular, plural, question mark & exclamation mark.</p>	<ul style="list-style-type: none"> • To spell common regular noun and verb suffixes (e.g. plurals where an "s" is added; - and verbs -help, helping, helped) • To write capital letters & digits 0 to 9 of the correct size and orientation. • To form most lowercase letters in the correct direction starting and finishing in the right place. • To use spacing between words that reflects the size of the letters. 	<p>composing a sentence orally before writing</p> <ul style="list-style-type: none"> • To expand detail to ideas using 'and' • To use some formulaic phrases to indicate start/end of text (e.g. once upon a time, one day, the end)
Exc	<ul style="list-style-type: none"> • To use full stops, capital letters, question marks & exclamation marks mostly correctly. • To use capital letters for names & person pronoun I mostly correctly. • To use conjunctions. (E.g. and, but, so). • To use interesting and technical words. • To use simple time connectives. (E.g. then, after, first). 	<ul style="list-style-type: none"> • To segment words into phonemes and write the common alternative graphemes, spelling some correctly. (e.g. ai/ay/a-e) • To spell most common exception words. • To spell some words ending with -s, -ing, -ed. • To sometimes use the diagonal and horizontal join strokes needed to join letters in their writing. 	<ul style="list-style-type: none"> • To draw on their reading for vocabulary choices. • To write for a range of purpose over longer passages. • To show a clear structure when writing. (Beginning, middle and end-using phrases to show this: Once upon a time, happily ever after etc). • To read through writing to check it makes sense & begin to identify & correct mistakes.

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Year 2

	Vocabulary, Grammar & Punctuation	Spelling & Handwriting	Organisation & Purpose
WTS Working towards	<ul style="list-style-type: none"> To sometimes use capital letters and full stops. 	<ul style="list-style-type: none"> To use phonics to spell words. To spell some Yr 2 common exception words. To form lower case letters in the correct direction, starting and finishing in the right place. To form lower-case letters of the correct size. Use spacing between words. 	<ul style="list-style-type: none"> To write sentences that are sequenced to form a short narrative (real or fictional) To read their writing through with support to identify & correct some mistakes.
End of Year (Exp)	<ul style="list-style-type: none"> To use some topic related words To use full stops, capital letters, exclamation marks and question marks (when required) mostly correctly. To use commas in a list. To use apostrophes to mark contracted forms. To use conjunctions - or and but To use some subordinating conjunctions - when if that because To use expanded noun phrases to add description & specification. eg. Blue butterfly To understand sentences have different forms - statements, questions, commands & exclamations. To identify meaning of - verb, tense (past & present), adjective, noun, suffix, apostrophe & comma. 	<ul style="list-style-type: none"> To segment spoken words into phonemes (sounds) & represent these by graphemes spelling many of these words correctly and making phonetically plausible attempts. To spell many of the Yr 2 common exception words To learn to spell more words in contracted forms. To learn the use of possessive apostrophe eg. the girl's book To form capital letters & digits of the correct size and orientation. To form most lowercase letters in the correct direction starting and finishing in the right place. To use spacing between words that reflects the size of the letters. To write from memory simple dictated sentences. To add suffixes to spell longer words 	<ul style="list-style-type: none"> To convey basic information and ideas through topic related word choice To plan and say what they are going to write about. To write simple coherent narratives about personal experiences & those of others real or fictional. To write about real events simply and clearly. To use past & present tenses mostly correctly. To read their writing through with support to identify & correct some mistakes.

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	<ul style="list-style-type: none"> To use suffixes when forming nouns & adjectives. To use suffixes to form comparisons - er & est 		
All expected statements above to be met plus statements below to work at <i>Greater Depth</i>			
Exc	<ul style="list-style-type: none"> To use mostly correctly all punctuation taught in KS 1. 	<ul style="list-style-type: none"> To spell most Yr 2 common exception words. To use suffixes to spell most words correctly in their writing (eg - ment, -ness, - ful etc.) To use the diagonal and horizontal join strokes needed to join letters in their writing. 	<ul style="list-style-type: none"> To write effectively and coherently for range of different purposes. To draw on their reading & grammatical knowledge & use in their writing. To read through writing to check it makes sense & make simple additions and revisions to improve their writing.