

Progression of Skills for Writing

YR progression Checkpoint	Literacy - Writing
September	<p>Attempt to write their name in a way that they or others can recognise.</p> <p>Discuss the marks they make, e.g. "this is a car"</p>
Christmas	<p>Write their name with correct formation.</p> <p>Form Phase 2 letters recognisably.</p> <p>Segment CVC words verbally.</p> <p>Write the initial and middle sounds for a CVC word.</p>
Easter	<p>Form the majority of letters in the correct formation.</p> <p>Segment and write VC/CVC words that can be read by themselves or others (e.g. at, dog).</p>
EOY incl. ELG	<p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>
Those working in Greater Depth may...	<p>Form all letters correctly, with clear ascenders and descenders.</p> <p>Write words of more than one syllable.</p> <p>Use a full stop and capital letter in a sentence.</p>

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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" 	<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 	<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)

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	<ul style="list-style-type: none"> To identify meaning of - word, sentence, letter, capital, full stop, punctuation, singular, plural, question mark & exclamation mark. 	<ul style="list-style-type: none"> To spell most words of more than one syllable which have close graphic/phonetic correspondence (e.g. picnic, cowboy) 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. 	<ul style="list-style-type: none"> To show some control over word/events through composing a sentence orally before writing 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. 	<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. 	<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

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	<ul style="list-style-type: none"> To identify meaning of - verb, tense (past & present), adjective, noun, suffix, apostrophe & comma. To use suffixes when forming nouns & adjectives. To use suffixes to form comparisons - er & est 	<ul style="list-style-type: none"> To write from member simple dictated sentences. To add suffixes to spell longer words 	<p>identify & correct some mistakes.</p>
<p>All expected statements above to be met plus statements below to work at <i>Greater Depth</i></p>			
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.