



Progression in Writing

Progression of skills	Nursery	Reception	YEAR 1	YEAR 2	YEAR 3
Writing: Transcription	- Write most or all letters from own name - Use known letters for a purpose (such as in shopping list) - Understand the 5 key concepts about print - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom - The names	- Write recognisable letters, most of which are correctly formed. - Write simple phrases and sentences that can be read by others, using a capital letter and a full stop.	- Name the letters of the alphabet and use letter names - Write from memory simple sentences spoken by the teacher that include GPC (grapheme phoneme correspondence) words and common exception words	Write from memory simple sentences spoken by the teacher that include words using the GPC's, common exception words and punctuation	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

	of the different parts of a book 5. Page sequencing				
Writing: Composition	Explore audible alliteration, blending and segmenting	Re-read what they have written to check that it makes sense.	- Say out loud what they are going to write - Compose a sentence orally before writing it - Sequence sentences to form short narratives - Re-read 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	- Write narratives about personal experiences and those of others (real and fictional) - Write about real events - Write poetry - Write for different purposes - Plan or say out loud what they are going to write - Write down ideas and/or key words including new vocabulary - Evaluate their writing with the teacher and other pupils - Re-read to check their writing makes	- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discuss and record ideas - Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures - Organise paragraphs around a theme - In narratives, create settings, characters and plot - In non-narrative material, use simple

				sense and that verbs to indicate time are used correctly and consistently • Proof read to check for errors in spelling, grammar and punctuation • Read aloud what they have written with appropriate intonation to make the meaning clear	organisational devices, for example heading and subheadings • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proofread for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so the meaning is clear.
Handwriting	• Make closed shapes with	• Hold a pencil effectively in	• Sit correctly at a table, holding a	• Form lower-case letters of the	• Use the diagonal and horizontal strokes

	continuous lines using them to represent objects Form letters in the air	preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.	pencil correctly and comfortably - Begin to form lower case letters in the correct direction, starting and finishing in the right place - Form capital letters - Form digits 0-9 - Understand which letters belong to which handwriting ‘families’ and to practice these	correct size relative to one another - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined - Write capital letters and digits of the correct size and in relationship to one another and to lower- case letters - Use spacing between words that reflects the size of the letters	that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch
Vocabulary, Grammar and Punctuation	- Build up vocabulary around a theme and use it when engaging in self-initiated learning - Listen to longer stories, joining in with key phrases, predicting	- Begin to use capital letters at the start of a sentence and when writing their own name and others names - Begin to understand what a sentence is and use a full stop at the end of a sentence	- Leave spaces between words - Join words and joining sentences using ‘and’ - Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	- Learn to use familiar and new punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes forms and the possessive - Learn to use sentences in	- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i> - Using the present perfect form of verbs in contrast to the past tense

	rhyming words and events		Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'	different forms: statement, question, exclamation, command - Learn expanded noun phrases to describe and specify e.g. the blue butterfly - Use the present and past tenses correctly and consistently including the progressive form - Use subordination (using when, if, that or because) and coordination (using or, and or but)	- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Using conjunctions, adverbs and prepositions to express time and cause - Use fronted adverbials - Using commas after fronted adverbials - Indicating possession by using the possessive apostrophe with plural nouns - Using and punctuating direct speech
Spelling	Write some or all of their name.	- Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Spell their name accurately	Year 1 common exception words <i>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask,</i>	Year 2 common exception words <i>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great,</i>	- Use further prefixes and suffixes and understand how to add them - Spell further homophones

			<i>friend, school, put, push, pull, full, house, our</i> • Days of the Week • Numbers to 20 as words • Spell words containing each of the 40 + phonemes already taught • Use the spelling rule for adding –s or –es as the plural marker for nouns and third person singular marker for verbs • Add prefixes and suffixes including the prefix un • Suffixes –ing, -ed, -er, -est	<i>break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i> • Months of the year • Numbers to 50 as words • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learn new ways of spelling phonemes, including a few common homophones • Learn to spell more words with contracted form • Learn the possessive apostrophe (singular) e.g. the girl's book	• Spell words that are often misspelt • Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's) • Use the first two or three letters of a word to check its spelling in a dictionary
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				• Distinguish between homophones and near-homophones • Add suffixes to spell longer words e.g. – ment, -ness, -ful, -less, -ly	
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