Wellfield Infant and Nursery School Writing Progression Grid

This document aims to give guidance on the progression of Writing knowledge and skills across the year groups.

	Ages 3-4; Ages 4+ ELG	KS1	
		Year 1	Year 2
Phonics and Spelling Rules	Use some of their print and letter knowledge in their early writing. For example: writing a pre-tend shopping list that starts at the top of the page; write 'm' for mummy. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	**To know all letters of the alphabet and the sounds which they most commonly represent.** **To recognise consonant digraphs which have been taught and the sounds which they represent.** **To recognise vowel di-graphs which have been taught and the sounds which they represent.** **To recognise words with adjacent consonants.** **To accurately spell most words containing the 40+ previously taught phonemes and GPCs.** **To spell some words in a phonically plausible way, even if sometimes incorrect.** **To apply Y1 spelling rules and guidance*.**	**To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.** **To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/ bear, blue/ blew, night/ knight).** **To apply further Y2 spelling rules and guidance*.**

Common Exception Words	**To write some irregular common words.**	**To spell all Y1 common exception words correctly.*** **To spell days of the week correctly.**	**To spell most Y1 and Y2 common exception words correctly.**

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*

	EYFS 2021	KS1	
		Year 1	Year 2
Other Spelling Rules		**To spell simple compound words (e.g. dustbin, football).** **To read words that they have spelt.** **To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.**	**To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.** **To learn the possessive singular apostrophe (e.g. the girl's book).** **To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.** **To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.** **To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).**

	EYFS 2021	KS1	
		Year 1	Year 2
Letter Formation and Hand-writing	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower case and capital letters correctly. **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.** **Write recognisable letters, most of which are correctly formed.**	**To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.** **To sit correctly at a table, holding a pencil comfortably and correctly.** **To form digits 0-9.** **To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.**	**To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.** **To form lower case letters of the correct size, relative to one another.** **To use spacing between words that reflects the size of the letters.** **To begin to use the diagonal and horizontal strokes needed to join letters.**

	EYFS 2021	KS1	
		Year 1	Year 2
Writing Composition **inc. Audience Awareness and Structure**	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus… you sit there… I'll be the driver." Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.	**To say out loud what they are going to write about.** **To compose a sentence orally before writing it.** **To sequence sentences to form short narratives.** **To discuss what they have written with the teacher or other pupils.** **To reread their writing to check that it makes sense and to independently begin to make changes.** **To read their writing aloud clearly enough to be heard by their peers and the teacher.** **To use adjectives to describe.**	**To write narratives about personal experiences and those of others (real and fictional).** **To write about real events.** **To write simple poetry.** **To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary** **To encapsulate what they want to say, sentence by sentence.** **To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.** **To reread to check that their writing makes sense and that the correct tense is used throughout.** **To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).**

	EYFS 2021	KS1	
		Year 1	Year 2
Writing Composition **inc. Audience Awareness and Structure**	Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play. Learn new vocabulary. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers. Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.	**To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.** **To start to engage readers by using adjectives to describe.** **To use simple sentence structures.** **To use the joining word (conjunction) 'and' to link ideas and sentences.** **To begin to form simple compound sentences.**	**To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.** **To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.** **To read aloud what they have written with appropriate intonation to make the meaning clear.** **To use the present tense and the past tense mostly correctly and consistently.** **To form sentences with different forms: statement, question, exclamation, command.** **To use some features of written Standard English.**

	EYFS	KS1	
	2021	Year 1	Year 2
Writing Composition inc. Audience Awareness and Structure			**To using co-ordination (or/ and/but).** **To use some subordination (when/if/ that/because).** **To use expanded noun phrases to describe and specify (e.g. the blue butterfly).**

	EYFS	KS1	
	2021	Year 1	Year 2
Punctuation		**To use capital letters for names, places, the days of the week and the personal pronoun 'I'.** **To use finger spaces.** **To use full stops to end sentences.** **To begin to use question marks and exclamation marks.**	**To use the full range of punctuation taught at key stage 1 mostly correctly including:** **capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.**

	EYFS 2021	KS1	
		Year 1	Year 2
Vocabulary	Use a wider range of vocabulary. Use new vocabulary throughout the day. Use new vocabulary in different contexts. Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.	**To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.**	**To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.**

** These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*