



St Andrew's C of E Infant School

Progression in Writing Knowledge & Skills

Area of learning	Key Learning in Reception	Key Learning in Year 1	Key Learning in Year 2
Spelling	<ul style="list-style-type: none"> Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Segment sounds in simple words. Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell). Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). Spell some irregular common words (tricky) the, to, no, go, independently. Write own name. 	<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught so far –most words can be deciphered spell most common exception words in the Y1 spelling appendix recognise and spell a set of simple compound words name the letters of the alphabet in order use letter names to distinguish between alternative spellings of the same sound use the prefix un- use the suffixes –ing, -ed -er -est where no change is made to the root word understand the rule for adding -s or –es as the plural marker for nouns and the third person singular marker for verbs apply simple spelling rules and guidance from NC Appendix 1 	<ul style="list-style-type: none"> segment spoken words into phonemes and represent these by graphemes, spelling many correctly learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including a few common homophones distinguish between homophones and near-homophones spell common exception words spell more words with contracted forms use possessive apostrophe (singular) add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance from NC Appendix 1
Transcription		<ul style="list-style-type: none"> write from memory simple dictated sentences containing the GPCs and words taught so far 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Handwriting	<ul style="list-style-type: none"> Write left to right and top to bottom. Form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. Know how to form clear ascenders ('tall letters') and descenders ('tails'). 	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction – starting and finishing in the right place form capital letters form digits 0-9 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 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 un-joined write capital letters and digits of the correct



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	<ul style="list-style-type: none"> • Form some capital letters correctly, including the initial letter of their name. • Form letters from their name correctly. • (N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly) 	<ul style="list-style-type: none"> • understand which letters belong to which handwriting 'families' (eg: letters that are formed in similar ways) and practice these • leave spaces between words 	<p>size, orientation and relationship to one another and to lower-case letters</p> <ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters
Composition and Writing	<ul style="list-style-type: none"> • Use talk to organise, articulate, sequence and clarify thinking, ideas, feelings and events. • Understands that thoughts and stories can be written down. • Have their own ideas and reasons for writing. • Orally compose a sentence and hold it in memory before attempting to write it. • Begin to use simple sentence forms. • Can talk about the features of their own writing. • Write a simple narrative. • Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards) • Develop language skills (listening and talking) in a range of contexts. • Show awareness that writing communicates meaning. • Give meaning to the marks they make. • Understand that thoughts can be written down. • Copies adults writing behaviour, (e.g. writing on the whiteboard, writing messages when on the phone, etc). • Make marks and drawings using increasing control. • Know there is a sound/symbol relationship. • Use some recognisable letters and own symbols. 	<ul style="list-style-type: none"> • say out loud what they are going to write about • compose a sentence orally before writing it • sequence sentences to form short narratives 	<ul style="list-style-type: none"> • 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 about • write down ideas and/or key words including new vocabulary • encapsulate what they want to say, sentence by sentence



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	<ul style="list-style-type: none"> • Write letters and strings, sometimes in cluster like words. • Beginning to use appropriate letters for initial sounds. • Beginning to build words using letter sounds in their writing. • Use writing in their play. • Use familiar words in their writing. • Show awareness of the different audience for writing. • (N.B links to daily systematic teaching of phonics) 		
Editing		<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils • re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> • evaluate their writing with the teacher and other pupils • re-read 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-read to check for errors in spelling, grammar and punctuation
Performing		<ul style="list-style-type: none"> • read their writing aloud, clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear



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<p>Grammar Punctuation and Vocabulary</p>	<ul style="list-style-type: none"> • Begin to recognise and know there needs to be spaces between words in a simple sentence. • Recognise and know that full stops are at the end of a sentence. • Recognise and know that a sentence starts with a capital letter. • Write a simple phrase with finger spaces that can be read back by themselves. • Write simple sentences using finger spaces that can be read by themselves and others 	<ul style="list-style-type: none"> • join words and clauses using “and” • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use a capital letter for names of people, places, days of the week and the personal pronoun I • letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify • use sentences with different forms – statement, question, exclamation, command • use the present and past tenses correctly and consistently- including the progressive form • use subordination (when, if, that, because) and coordination (or and but) • use some features of written Standard English • suffixes to form new words (-ful, -er. -ness) • use familiar and new punctuation correctly including –full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession • noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma
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