



Progression of Knowledge and Skills in Writing

Infant School

EYFS – Children will write recognisable letters. Most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

National curriculum purpose of study

Acquire vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

National curriculum aims:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)
- Plan, revise and evaluate while writing
- Spelling, vocabulary, grammar, and punctuation

Assessment and Tracking

Children be tracked in their attainment using our tracking program – Insight. They will be judged after completion of objectives as being on-track, just below or well below the expectations of achieving the Writing Programme of Study. By the end of the Foundation Stage and Key Stage 1 they will be expected to know, apply and understand the matters, skills and processes identified at the end of Foundation and Key Stage Statutory Assessment Framework.

Knowledge and Skills	Reception	Year 1	Year 2 In ALL themes
Composition	<ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. • Write for a purpose. 	<ul style="list-style-type: none"> • write from memory simple sentences that include words using the GPCs and common exception words taught so far. • Writing for different purposes. • Writing short narratives about personal experiences and those of others (real and fictional). • Writing about real events. 	<ul style="list-style-type: none"> • Write from memory a series of simple sentences that include words using the GPCs, common exception words and punctuation taught so far. • Writing narratives about personal experiences and those of others (real and fictional). • Writing about real events. • Writing poetry • Writing for different purposes.
Oracy	<ul style="list-style-type: none"> • Sequence phonemes in words orally using blending arm before writing. 	<ul style="list-style-type: none"> • Oral rehearsal in preparation to write. • Read their writing clear enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • Oral rehearsal in preparation to write. • Read aloud what they have written with appropriate intonation to make meaning clear.

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	<ul style="list-style-type: none"> Practise orally (holding) a simple sentence before writing. Simple Oral storytelling. 	<ul style="list-style-type: none"> Reciting familiar Poetry. Participating in a simple Debate. 	<ul style="list-style-type: none"> Reciting their own Poetry. Participate and reason ideas for a debate.
Planning writing	<ul style="list-style-type: none"> Saying out loud what they are going to write. Be introduced to the pictorial Bare Necessities for writing (as a toolkit) to demonstrate how to make their writing successful. 	<ul style="list-style-type: none"> Saying out loud what they are going to write about. Composing a sentence orally before writing it. TOOLKITS CONSTRUCTED AS A CLASS OR BY TEACHER. Create a recorded plan using pictures and words from the toolkit. 	<ul style="list-style-type: none"> Planning or saying out loud what they are going to write about. CHOOSING INDEPENDENTLY FROM TOOLKITS. Choose tools to use in writing from classroom resources e.g. working wall, scaffolds.
Drafting writing	<ul style="list-style-type: none"> Re-reading what they have written. 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. 	<ul style="list-style-type: none"> Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, ensuring sentences are planned for in a coherent way.
Editing writing	<ul style="list-style-type: none"> Edit letter formation (in summer term). 	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. Edit handwriting, spelling or punctuation in green pen after discussion with a teacher. 	<ul style="list-style-type: none"> Evaluating their writing after a discussion with the teacher or other pupils. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the correct tense. Proofreading to check for errors in handwriting, spelling, grammar and punctuation and editing in green pen.
Spelling	<ul style="list-style-type: none"> Begin to spell Tricky words in Phase 2 and 3 of Phonic progression. Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> Words containing each of the 40+ phonemes taught. Common exception words Days of the week Name the letters of the alphabet in order. Using letter names to distinguish between alternative spellings of the same sound. Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un– . Using –ing, –ed, –er and –est where no change is needed in the spelling of root words. 	<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learning to spell common exception words. Distinguishing between homophones and near homophones. Learning the possessive apostrophe (singular). Learning to spell more words with contracted forms.

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		<ul style="list-style-type: none"> Apply simple spelling rules and guidance from Appendix 1 in NC. 	<ul style="list-style-type: none"> Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. Apply spelling rules and guidelines from Appendix 1 in NC.
Vocabulary	<ul style="list-style-type: none"> Use taught vocabulary in writing. 	<ul style="list-style-type: none"> Joining words and joining clauses using "and" Use vocabulary in writing that has been pre-taught (Helpful Words). 	<ul style="list-style-type: none"> Expanded noun phrases to describe and specify. Use adverbs and time connectives. Extend language/vocabulary choice when writing.
Punctuation	<ul style="list-style-type: none"> Be introduced to a capital letter and full stop. Use a capital letter for their own name. 	<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 	<ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
Grammar	<ul style="list-style-type: none"> Begin to leave spaces between words. 	<ul style="list-style-type: none"> Leave spaces between words. Regular plural noun suffixes (-s, -es). Verb suffixes where root word is unchanged (-ing, -ed, -er). Un- prefix to change meaning of adjectives/adverbs. Combine words to make sentences, including using and. Sequencing sentences to form short narratives. Separation of words with spaces. Sentence demarcation (. ! ?) . Capital letters for names and pronoun 'I'. <p>Terminology – letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, adjectives, nouns, verbs</p>	<ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command. The present and past tenses correctly and consistently including the progressive form. Subordination (using when, if, that, or because) and coordination (using or, and, or but). Some features of written Standard English • suffixes to form new words (-ful, -er, -ness). Commas in lists. Apostrophes for omission and singular possession. <p>Terminology noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</p>
Handwriting	<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. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes 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.

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	<ul style="list-style-type: none">• Understand which letters belong to which handwriting 'families' and to practise these formations.	<ul style="list-style-type: none">• 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.	
AFL (Success Criteria/Tool kits)	<ul style="list-style-type: none">• Use pictorial toolkit for writing that is stuck into busy books. In the Summer they will leave a section of the toolkit blank for the children to add their personalised next step.	<ul style="list-style-type: none">• Use a pictorial toolkit with learning intention for each piece of writing. Leaving a section blank for the children to fill in their own personalized next step. Children will be taught how to self-assess the toolkits independently.	<ul style="list-style-type: none">• In Autumn term continue using toolkits as Year 1 have been doing. In Autumn 2 introduce the children to creating their own toolkits independently. Children may create their own planning format depending upon the genre later in the spring term.