

Sholing Infant School Writing Progression Document			
	EYFS	KS1	
	Children at the expected level of development will:	By the end of Year 1 children should...	By the end of Year 2 children should...
NC Breadth of Study (Purpose for Writing)		<u>Writing to Entertain</u> Retell stories Diary entries from the perspective of a character Writing to Inform: Recounts Letter Instructions	<u>Writing to Entertain</u> Retell stories Diary entries from the perspective of a character Poetry Writing to Inform: Recounts (past tense) Non Chronological Reports Letter (Inc. persuasive) Instructions
Composition	Write simple phrases and sentences that can be ready by others.	Plan their writing by: Saying out loud what they are going to write Write sentences by: Composing a sentence orally before writing it. Sequencing sentences to form short narratives Evaluate: Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other people Read their writing aloud, clearly enough to be heard by their peers and the teacher	Plan their writing by: Considering what they are going to write before beginning by: Planning or saying out loud what they are going to write about Writing down ideas and/or keywords, including new vocabulary. Encapsulating what they want to say, sentence by sentence. Evaluate and edit by: Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher or other pupils Re-reading to check that their writing makes sense and that verbs indicate time and are used correctly and consistently, including verbs in the continuous form. Proof reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences are punctuated correctly). Read aloud what they have written with appropriate intonation to make meaning clear.
Transcription (Spelling)	Children to be able to spell the tricky words taught as part of	See NC English appendix 1 for Year 1 CEW list	See NC English appendix 1 for Year 2 CEW list

	Little Wandle – see separate phonics progression document		
<p>Transcription (Spelling Rules)</p> <p>Note- see Spelling Appendix 1 for further specific guidance and word examples</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>Words containing each of the 40+ phonemes already taught</p> <p>The days of the week</p> <p>The letters of the alphabet using names to distinguish between spellings</p> <p>Using the spelling rules for adding –s or –es as the plural marker for nouns and their person singular marker for verbs</p> <p>Using the prefix un-</p> <p>Using –ing, -ed, -er, and –est when no change is needed in the spelling of root words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and CEW taught so far</p>	<p>See phonics and spelling progression document for examples words taught for each spelling rule (linked to NC).</p> <p>Segmenting words into phonemes, representing these by graphemes, spelling many correctly.</p> <p>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 (see Phonics and spelling progressions document)</p> <p>Learning to spell Year 2 CEW</p> <p>Learn to spell more words with contracted forms.</p> <p>Learning the possessive apostrophe (singular e.g. the girl's book)</p> <p>Add suffixes to spell longer words including – ment, -ness, -ful, -less, -ly.</p> <p>Write from memory simple sentences dictated by the teacher including words using GPCs, CEW and punctuation taught so far.</p>
<p>Transcription (Handwriting)</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>-Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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 unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>

Vocabulary/ Terminology for pupils Refer to NC Appendix 2	Letter, capital letter, finger spaces, full stop	Letter, capital letter, word, finger spaces, singular, plural, sentence, punctuation, full stop, question marks, exclamation marks	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
Grammar: Word Level Refer to NC Appendix 2		Regular plural noun suffixes –s or –es Suffixes can be added to verbs where no change is needed in the spelling of the root words e.g. helping, helped, helper How the prefix un- changes the meaning of the verbs and adjectives	Formation of nouns using suffixes such as –ness, -er and by compounding e.g. whiteboard, superman Formation of adjectives using suffixes such as –ful, -less Use of the suffixes –er and –est in adjectives and the use of –ly in Standard English to turn adjectives to adverbs
Grammar: Sentence Level Refer to NC Appendix 2		How words can combine to make sentences Joining words and joining clauses using <i>and</i>	Sentences with different forms: statement, command, exclamation, question Expanded noun phrases to describe and specify Subordination (using when, if, that, or, because) Co-ordination (using or, and, but)
Grammar: Text Refer to NC Appendix 2		Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing Use the progressive form of verbs in the present and past tense to mark actions that are in progress e.g. she is drumming, he is shouting
Punctuation: Refer to NC Appendix 2	Use capital letters for their own name. Have an awareness that capital letters should be used to mark the start of a sentence. Be aware that full stops are used at the end of a sentence.	Begin to punctuate most sentences using a capital letter and a full stop, question mark and exclamation Use a capital letter for people, places, the days of the week and the personal pronoun ‘I’ Use finger spaces to separate words	Use capital letters, full stops, exclamation marks and question marks, Use commas for lists Use apostrophes for contracted forms and the possessive (singular)

Grammar is progressive and builds on previous knowledge. Therefore it is essential that all elements from prior years are evident in writing.

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>–ful, –less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Year 2: Detail of content to be introduced (statutory requirement)	
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma