



Town Lane Infant School – Progression of Writing Knowledge and Skills

	EYFS 0 - 3 Foundation 1 Reception	Year 1	Year 2
Phonic and whole word spelling	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences</p>	<p>Children know how to...</p> <ul style="list-style-type: none">• spell words containing each of the 40+ phonemes taught• spell common exception words• spell the days of the week• name the letters of the alphabet in order• use letter names to distinguish between alternative spellings of the same sound	<p>Children know how to...</p> <p>segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <ul style="list-style-type: none">• They will learn 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• learn to spell common exception words• distinguish between homophones and near-homophones
Other word building spelling		<p>Children know how to...</p> <ul style="list-style-type: none">• use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs• use the prefix un–	<p>Children know how to...</p> <ul style="list-style-type: none">• use the possessive apostrophe (singular)• spell more words with contracted forms• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

		<ul style="list-style-type: none"> • use –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> • apply spelling rules and guidelines from Appendix 1
Transcription	<p>Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception 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	<p>Children know how to...</p> <p>Write some letters accurately.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Children know how to...</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 	<p>Children know how to...</p> <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 unjoined

		<ul style="list-style-type: none"> • understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> • 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.
Contexts for writing	<p>To build stories around toys</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>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.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p>	To use a number of simple features of different text types	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes
Planning writing	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about

	To develop their own narratives and explanations by connecting ideas or events.		
Drafting writing	<p>To write own name and other things such as labels, captions. To attempt to write short sentences in meaningful contexts.</p> <p>To write simple sentences which can be read by themselves and others.</p> <p>Re-read what they have written to check that it makes sense.</p>	<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, sentence by sentence
Editing writing		<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils <p>Children know how to...</p> <ul style="list-style-type: none"> reread to check that their writing makes sense proofread to check for errors in spelling, grammar and punctuation
Performing writing		<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
Vocabulary	<p>To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences.</p>	<p>To start to engage readers by using adjectives to describe.</p>	<p>Children know how to...</p> <ul style="list-style-type: none"> use expanded noun phrases to describe and specify

	To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations.		
Grammar	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations and asks question, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Children know...</p> <ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • how to combine words to make sentences, including using and • how to sequence sentences to form short narratives • to separate words using spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') 	<p>Children know...</p> <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses and use correctly and consistently including the progressive form • how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession
Punctuation	<p>Children know how to...</p> <p>write short sentences using a capital letter and full stop.</p>	<p>Children begin to know how to...</p> <ul style="list-style-type: none"> • punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<p>Children know how to...</p> <ul style="list-style-type: none"> • 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)

Grammatical terminology	To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma
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