

Writing Progression of Knowledge and Skills

Year group	EYFS Literacy: Writing
EYFS Nursery Reception ELG	<ul style="list-style-type: none"> • Uses some of their print and letter knowledge in their early writing eg. writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy • Writes some or all of their name • Writes some letters accurately • Can form lower case and capital letters correctly • Is able to spell words by identifying the sounds and then writing the sound with the letter/s • Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop • Re-reads what they have written to check that it makes sense • Spells words by identifying sounds in them and representing the sounds with a letter or letters • Write recognisable letters, most of which are correctly formed • Write simple phrases and sentences that can be read by others
Year group	Writing: Transcription - Spelling
Year 1	<ul style="list-style-type: none"> • Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others • Spell words containing each of the 40+ phonemes already taught • Identify or write the 40+ graphemes, and read on hearing 40+ phonemes • Spell some common exception words • Spell days of the week correctly • Name the letters of the alphabet in order • Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes using the spelling rule for adding -s or -es for plurals • Add prefixes and suffixes using the prefix un- • Add prefixes and suffixes using -ing, -ed, -er, and -est where no change is needed in spelling of root words eg. helping, helper, helped • Apply simple spelling rules • Write from memory simple sentences dictated by teacher including words using the GPCs and common exception words taught so far • Spell words by identifying phonemes representing graphemes, including words with consonant clusters and simple digraphs

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Year 2	<ul style="list-style-type: none"> • Spell by segmenting spoken words into phonemes and representing these with graphemes, spelling many correctly and making phonically-plausible attempts at others • Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including some common homophones • Spell many/most common exception words • Spell some/most words with contracted forms • Spell by learning the possessive apostrophe (singular) eg. the girl's book • Spell by distinguishing between homophones and near homophones • Add suffixes to spell some/most longer words correctly, including -ment, -ness, -ful, -less, -ly • Apply spelling rules and guidance • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
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Year group	Writing: Transcription Handwriting
EYFS Nursery Reception ELG	<ul style="list-style-type: none"> • Use one-handed tools and equipment eg. makes snips in paper with child scissors • Uses a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand • Is increasingly independent as they get dressed and undressed eg. putting on coat, doing up zip • Is developing the foundations of a handwriting style which is fast, accurate and efficient • Is developing small motor skills so that they can use a range of tools competently, safely and confidently eg. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons • Is beginning to show accuracy and care when drawing • Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Uses a range of small tools, including scissors, paintbrushes and cutlery
Year 1	<ul style="list-style-type: none"> • Form lower case and capital letters correctly, starting and finishing in the right place with a good level of consistency • Sit correctly at a table, holding a pencil comfortably and correctly • Form digits 0-9 • Understand which letters belong to which handwriting families
Year 2	<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 • Form lower case letters of the correct size, relative to one another • Use spacing between words that reflects the size of the letters • Use the diagonal and horizontal strokes needed to join letters, and understand which letters, when adjacent to one another, are best left unjoined

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Year group	Writing: Composition
EYFS Nursery Reception ELG	<ul style="list-style-type: none"> • Enjoys listening to longer stories and can remember much of what happens • Knows many rhymes, is able to talk about familiar books, and can tell a long story • Uses longer sentences of four to six words • Uses talk to organise their play • Is able to describe events in some detail • Is able to articulate ideas and thoughts in well-formed sentences • Can connect one idea or action to another using a range of connectives • Use talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen • Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary
Year 1	<ul style="list-style-type: none"> • Write sentences by saying out loud what they are going to write about, after discussion with the teacher • Write down one of the sentences that they have rehearsed • Compose and write sentences independently to convey ideas • Write sentences, sequencing them to form short narratives (real or fictional) • Write sentences by re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher
Year 2	<ul style="list-style-type: none"> • Write sentences that are linked thematically eg. about personal experiences and those of others (real or fictional) • Write about real events, recording these simply and clearly • Write poetry to develop positive attitudes and stamina for writing • Write for different purposes to develop positive attitudes and stamina for writing • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Consider what they are going to write before beginning by planning or saying out loud what they are going to write about • Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary • Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence • Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils • Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently.

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	<ul style="list-style-type: none"> • Make simple additions, revisions and corrections to their own writing by proof-reading eg. check for errors in spelling, grammar or punctuation or add/improve words and phrases independently or following a conversation with the teacher • Read aloud what they have written with appropriate intonation to make the meaning clear
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Year group	Writing: Vocabulary, Grammar and Punctuation
EYFS Nursery Reception ELG	<ul style="list-style-type: none"> • <i>Uses a wider range of vocabulary</i> • <i>To build up vocabulary that reflects the breadth of their experiences</i> • <i>Learns new vocabulary</i> • <i>Uses new vocabulary through the day</i> • <i>Uses new vocabulary in different contexts</i> • <i>Can express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</i>
Year 1	<ul style="list-style-type: none"> • Use regular plural noun suffixes -s or -es and under • Use suffixes that can be added to verbs where no change is needed in the spelling of the root word • Understand how the prefix un- changes the meaning of verbs and adjectives • Understand how words and sentences can combine to make sentences • Join words and clauses using 'and' • Separate words with spaces • Use capital letters and full stops to demarcate sentences in some of their writing • Begin to punctuate work using question marks and exclamation marks • Use a capital letter for names of people, places, days of the week and the personal pronoun I • Understand the following terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Year 2	<ul style="list-style-type: none"> • Form nouns using suffixes such as -ness, -er and by compounding two words eg. whiteboard, football • Form adjectives using suffixes such as -ful, -less • Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs • Use coordination (or, and, but) and some subordination (when, if, that, because) to join clauses • Use expanded noun phrases for description and specification eg. the blue butterfly • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Use present and past tenses mostly correctly and consistently • Use the progressive form of verbs in the present and past tense to mark actions in progress eg. he is drumming, she was shouting

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| | <ul style="list-style-type: none">• Use capital letters and full stops to demarcate most sentences in writing and use question marks correctly when required• Use question marks and exclamation marks appropriately• Use commas to separate items on a list• Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns eg. the girl's name• Understand the following terminology: noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma |
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