



Writing Skills Progression document

	Reception/EYFS	Year 1	Year 2
Phonic and whole word spelling	<ul style="list-style-type: none"> <li>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name (R6)</li> <li>uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences (R6)</li> </ul>	<ul style="list-style-type: none"> <li>spell words containing each of the 40+ phonemes taught</li> <li>common exception words</li> <li>the days of the week</li> <li>name the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>distinguishing between homophones and near-homophones</li> </ul>
Other word building (Spelling)	<ul style="list-style-type: none"> <li>Attempts to write their own name or other names and words, using combinations of lines, circles and curves, or letter type shapes (R5)</li> <li>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together. (R6)</li> </ul>	<ul style="list-style-type: none"> <li>using the spelling rule for adding <i>-s</i> or <i>-es</i> as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix <i>un-</i></li> <li>using <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> where no change is needed in the spelling of root words</li> <li>apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>learning the possessive apostrophe (singular)</li> <li>learning to spell more words with contracted forms</li> <li>add suffixes to spell longer words, including <i>-ment</i>, <i>-ness</i>, <i>-ful</i>, <i>-less</i>, <i>-ly</i></li> <li>apply spelling rules and guidelines from Appendix 1</li> </ul>
Transcription	<ul style="list-style-type: none"> <li>Begins to understand the cause and effect of their actions in mark making (R3)</li> <li>distinguishes between the different marks they make (R4)</li> <li>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch screen technology (R4)</li> <li>sometimes gives meaning to their drawing and paintings (R5)</li> <li>ascribes meaning to signs, symbols and words that they see in different places, including those they make themselves. (R5)</li> <li>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch screen technology (R6)</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>enjoys the sensory experience of making marks in <u>food</u>, damp sand, water, mud, paste or paint (R2)</li> </ul>	<ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters,</li> </ul>



	<ul style="list-style-type: none"> <li>When holding crayons, chalks etc, makes connections between their movement and the marks they make (R3)</li> <li>May be beginning to show a preference for dominant hand and/or leg/foot (R4)</li> <li>beginning to use three fingers (tripod grip) to hold writing tools (22 – 36)</li> <li>holds mark-making tools with thumb and all fingers (R4)</li> <li>Shows a preference for a dominant hand (R6)</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed (R6)</li> </ul>	<ul style="list-style-type: none"> <li>form digits 0-9</li> <li>understand which letters belong to which handwriting 'families' and to practise these</li> </ul>	<p>when adjacent to one another, are best left un-joined</p> <ul style="list-style-type: none"> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>
Punctuation		<ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> </ul>
Grammar	<ul style="list-style-type: none"> <li>begins to break the flow of speech into words, (R6)</li> </ul>	<ul style="list-style-type: none"> <li>regular plural noun suffixes (-s, -es)</li> <li>verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>un- prefix to change meaning of adjectives/adverbs</li> <li>to combine words to make sentences, including using 'and'</li> <li>Sequencing sentences to form short narratives</li> <li>separation of words with spaces</li> <li>sentence demarcation (.,!?)</li> <li>capital letters for names and pronoun 'I')</li> </ul>	<ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>the present and past tenses correctly and consistently including the progressive form</li> <li>subordination (using when, if, that, or because) and coordination (using or, and, or but)</li> <li>some features of written Standard English</li> <li>suffixes to form new words (-ful, -er, -ness)</li> <li>sentence demarcation</li> <li>commas in lists</li> <li>apostrophes for omission &amp; singular possession</li> </ul>
Terminology	Letter, sound, phoneme, digraph, trigraph, sentence, word, finger space, full stop, capital letter, blend, segment.	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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<u>Contexts for writing</u>	<ul style="list-style-type: none"> <li>gives meaning to marks as they draw, write, paint and type using a keyboard or touch screen technology (R6)</li> <li>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</li> </ul>		<ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul>
<u>Planning writing</u>		<ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> <li>composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about</li> </ul>
<u>Drafting writing</u>		<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> </ul>
<u>Editing</u>		<ul style="list-style-type: none"> <li>discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proofreading to check for errors in spelling, grammar and punctuation</li> </ul>