Writing Progression

Church Gresley Infant and Nursery School

Writing: Transcription Spelling	EYFS (3-4yr olds-ELG)	KS1		KS2
	3-4 year olds Reception Early Learning Goals	Year 1	Year 2	Year 3

Phonics and Spelling Rules	Use some of their print and letter knowledge in their early writing. e.g. writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Spell words by identifying the sounds and then writing the sound with the letter /s.	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes: •the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and'ck' and exceptions; •the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); •dividing words into syllables (e.g. rabbit, carrot); •the /tʃ/ sound is usually spelt as 'tch' and exceptions; •the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); •adding -s and -es to words (plural of nouns and the third person singular of verbs); •adding the endings –ing, –ed and –er to verbs where no change is needed to the root wood (e.g. buzzer, jumping); •adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest); •spelling words with the vowel digraphs and trigraphs: - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); -'oy' and 'ay' (e.g. day, toy, enjoy, annoy); -a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune); -'ar' (e.g. car, park); ee' (e.g. green, week); -'ea' (e.g. sea, dream); ea' (e.g. meant, bread); -'er' stressed sound (e.g. her, person); -'er' unstressed schwa sound (e.g. better, under); -'ir' (e.g. girl, first, third); -'ur' (e.g. turn, church); 'oo' (e.g. food, soon); -'oo' (e.g. book, good); 'oa' (e.g. road, coach); -'oe' (e.g. toe, goes); 'ou' (e.g. loud, sound); -'ow' (e.g. brown, down); 'ow' (e.g. own, show); -'ue' (e.g. true, rescue, Tuesday); 'ew' (e.g. new, threw); -'ie' (e.g. lie, dried); 'ie' (e.g. chief, field); -'igh' (e.g. bright, right); 'or' (e.g. short, morning); -'ore' (e.g. before, shore); 'aw' (e.g. yawn, crawl); -'au' (e.g. author, haunt); 'air' (e.g. hair, chair); -'ear' (e.g. beard, near, year); 'ear' (e.g. bear, pear, wear); -'are' (e.g. bare, dare, scared); •spelling words ending with –y (e.g. funny, party, family); •spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); •using 'k' for the /k/ sound (e.g. sketch, kit, skin).	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes: •the /dʒ/ sound spelt as 'ge' and' dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); •the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); •the /r/ sound spelt 'wr' (e.g. write, written); •the /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril); •the /aɪ/ sound spelt –y (e.g. cry, fly, July); •adding –es to nouns and verbs ending in–y where the 'y' is changed to 'i' before the –es (e.g. flies, tries, carries); •adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules; •adding the ending s–ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions); •adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); •the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); •the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); •the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); •the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) •the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); •the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); •the /ʒ/ sound spelt 's' (e.g. television, usual).	To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).
Common Exception Words		To spell all Y1 common exception words correctly.* To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.

Prefixes and Suffixes		To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning)
Further Spelling Conventions		To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary.

To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).

Writing: Transcription Handwriting	**EYFS (3-4yr olds-ELG)**	KS1		KS2
	3-4 year olds **Reception** **Early Learning Goals**	Year 1	Year 2	Year 3
Letter Formation, Placement and Positioning	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, e.g.- making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Write some letters accurately. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lowercase and capital letters correctly. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.	To use a neat, joined handwriting style with increasing accuracy and speed.
Joining Letters			To begin to use the diagonal and horizontal strokes needed to join letters.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.

Writing: Composition	EYFS (3-4yr olds-ELG)	KS1		KS2
	3-4 year olds Reception Early Learning Goals	Year 1	Year 2	Year3

Planning, writing and editing	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. E.g. writing a pretend shopping list that starts at the top of the page: write 'm' for mummy. Write some or all of their name. Write some letters accurately. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Form lowercase and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter /s. Write short sentences with words with known-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sound with a letter or letters. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers.	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).

Awareness of audience, purpose and structure.	Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play. “Let’s go on a bus…you sit there… I’ll be the driver.” Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts. Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.

Writing: vocabulary, grammar and punctuation	EYFS (3-4yr olds-ELG)	KS1		KS2
	3-4 year olds **Reception** **Early Learning Goals**	Year 1	Year 2	Year 3
Sentence construction and tense	Understand 'why' questions, like: "Why do ypou think the caterpillar got so fat?" Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam.' Use longer sentences of four to six words. Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.
Use of phrases and clauses	Use longer sentences of four to six words. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To using co-ordination (or/and/but). To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause

Punctuation		To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.
Use of terminology	To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).