



Writing Progression
Reception and Key Stage 1

Writing skills are cumulative and built on year upon year.

Skill	Year R	Year 1	Year 2
Contexts for Writing including awareness of audience, purpose and structure	<p>Child initiated writing (in role, and for purpose)</p> <p>Write simple phrases and sentences that can be read by others</p> <p><i>(See Writing overview for further details)</i></p>	<p>Write for different purposes, including narrative about personal experiences, non-fiction about real events and poetry</p> <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices</p> <p><i>(See Writing overview for further details)</i></p>	<p>Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p><i>(See Writing overview for further details)</i></p>
Planning Writing	<p>Talk about and respond to stories (helicopter stories, rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object</p> <p>Retell and sequence stories, once a deep familiarity with the texts have been developed</p> <p>Use new vocabulary in different contexts</p> <p>Invent, adapt and recount narratives and stories with their peers and teachers</p> <p>Express ideas and feelings about experiences in full sentences</p> <p>Orally rehearse sentences before writing them</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Draw on what they have read</p>	<p>Plan or say out loud what they are going to write about</p> <p>Consider what they are going to write before beginning by writing down ideas, key words and new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p>
Drafting Writing	<p>To think of, say and write a simple sentence, sometimes using a capital letter and full stop</p>	<p>Write sentences by saying out loud what they're going to write about, after discussion with the teacher</p> <p>Write down some of the sentences that have been rehearsed</p>	<p>Write sentences that are linked thematically</p> <p>Write about real events, recording these simply and clearly</p>



Skill	Year R	Year 1	Year 2
		Sequence sentences to form short narratives (real or fictional)	Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar for writing
Editing Writing	Read their work to an adult and make changes with support	<p>Re-read what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p>	<p>Evaluate their writing with the teacher and other pupils</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Proofread to check for errors in spelling, grammar and punctuation</p>
Performing Writing	Share their writing with others	Read their writing aloud clearly enough to be heard by their peers and the teacher	Read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses</p>	<p>Leave spaces between words join words and joining clauses using "and"</p> <p>Use familiar adjectives to add detail e.g. red apple, bad wolf</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Attempt some varied vocab and use some varied sentence openings e.g. time conjunctions</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences</p>
Phonics and whole word spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters	<p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p>	<p>Segment spoken words into phonemes and represent these by graphemes spelling many correctly</p> <p>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</p> <p>Learn to spell common exception words</p> <p>Distinguish between homophones and near-homophones</p>



Skill	Year R	Year 1	Year 2
		<p>Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	
<p>Other Word Building Spelling</p>		<p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un– use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>Apply simple spelling rules and guidance from National Curriculum English Appendix 1: Spelling</p>	<p>Learning the possessive apostrophe (singular)</p> <p>Learn to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Show awareness of silent letters in spelling e.g. knight,</p> <p>Write use –le ending as the most common spelling for this sound at the end of words</p> <p>Apply simple spelling rules and guidance from National Curriculum English Appendix 1: Spelling</p>
<p>Transcription</p>		<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>



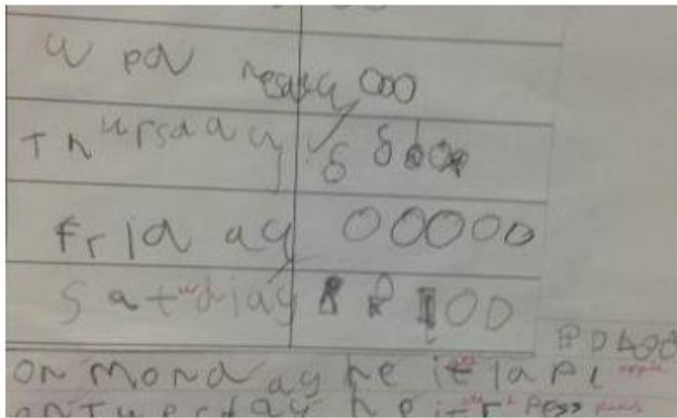
Skill	Year R	Year 1	Year 2
Handwriting			

Handwriting 

Reception

Pupils are taught -

- To hold a pencil effectively in preparation for fluent writing – using the tripod grip
- To form letters correctly
- To handle equipment and tools effectively, including pencils for writing

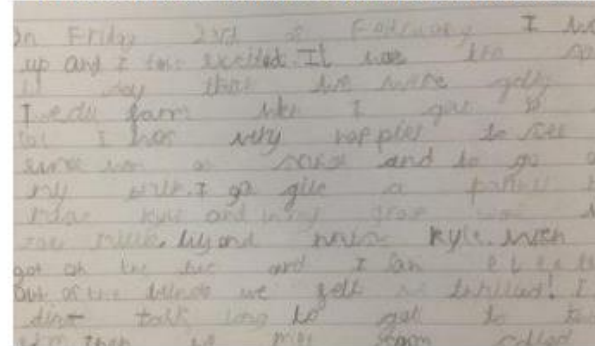


Year 2

Year 1

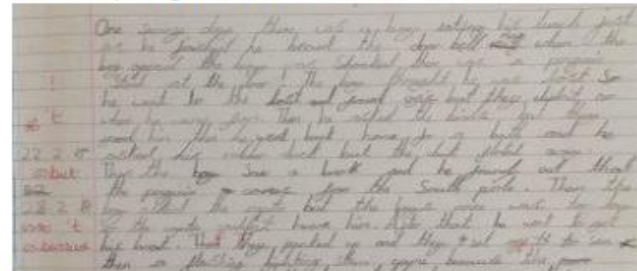
Pupils are taught -

- To sit correctly at a table, holding a pencil comfortably using the tripod grip
- To form lower-case letters in the correct direction, starting and finishing in the right place
- To form capital letters
- To form digits 0–9
- To develop their awareness of groups of letters that are formed in similar ways.



Pupils are taught:

- To form lower-case letters of the relative, correct size
- To start using diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- To write letters, including capitals and digits of the correct size and orientation
- To use spacing that reflects the size of the letters.





Skill	Year R	Year 1	Year 2
Grammar			

Grammar and Punctuation (Cumulative)

Pupils are taught grammar and punctuation as part of each writing lesson

Reception

Sentences

I can say words out loud that form phrases and sentences and start to write them down.

Words and parts of words

I can hear the different sounds in a word.

s i t

I can write down the letters that represent the ways the sounds are spelled.



I can blend sounds together to write words.

Punctuation

I know that sentences and names start with capital letters and I am starting to use them in my writing.

I know that sentences have a full stop at the end.

I can recognise other types of punctuation when I am looking at a book with an adult.

. ! ?

Tenses

When I am talking to people I use the correct tense to say when things happened. I went to the shop. I am going to see Granny. I am eating a biscuit.



I can use the correct form of the verb when talking about things that happened in the past. I dug a hole rather than I digged a hole.

Vocabulary



word
letter
sound
spelling
sentence
capital letter
full stop

Whole texts

I can say more than one sentence to tell a story or describe something that has happened. The sentences I say make sense and are related to each other.

Word

Plural noun suffixes (adding 's' and 'es')
Verb suffixes (helper, helped, helping)
How the prefix 'un' changes the meaning of verbs and nouns

Sentence

How words join to make sentences
Using 'and' to join words and clauses

Text

Sequencing sentences to form short narratives

Punctuation

Consistently using finger spaces
Capital letters, full stops, exclamation and question marks
Capital letters for proper nouns and personal pronoun 'I'

Terminology

Letter, capital letter, word, sentence, singular, plural
Punctuation: full stop, question and exclamation mark

Year 1

Word

Noun suffixes ('ness', 'er', 'by')
Compounding (whiteboard, superman)
Adjective suffixes ('ful', 'less', 'er', 'est')
Turning adjectives into adverbs using 'ly'

Sentence

Subordination (when, if, that, because)
Co-ordination (or, and, but)
Expanded noun phrases
Grammatical function (statement, question, exclamation or command)

Text

Consistent use of present tense and past tense
Progressive verb form in present and past (ing)

Punctuation

Capital letters, full stops, questions and exclamation marks, commas for lists, apostrophe for possession and contractions

Terminology

noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present) apostrophe, comma

Year 2