Writing Progression EYFS – Year 2

	Handwriting	Spelling	Punctuation	Grammar/Vocab	Planning	Composition	Editing
EYFS *letter* *sentence* *word* *finger space* *full stop*	• Write recognisable letters, most of which are correctly formed	• Spell words by identifying sounds in them and representing the sounds with a letter or letters	• To begin to use a full stop.	• To write simple sentences that make sense.	• To say a simple sentence out loud before writing.	• Write simple phrases and sentences that can be read by others.	• To re-read your sentence to check you have all the words you need
Year 1 *letter* *capital letter* *word* *singular* *plural* *sentence* *punctuation* *full stop* *question mark* *exclamation mark*	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	• To spell words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules and guidance, as listed in • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• leaving spaces between words • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• joining words and joining clauses using and	• Write sentences by saying out loud what they are going to write about • composing a sentence orally before writing it	• sequencing sentences to form short narratives • 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.	• re-reading what they have written to check that it makes sense
Year 2 *noun* *noun phrase* *statement* *question* *exclamation* *command* *compound* *suffix* *adjective* *adverb* *verb* *tense (past/present)* *apostrophe* *comma*	• 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 • 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.	• segmenting spoken words into phonemes and representing these by • graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are • already known, and learn some words with each spelling, including a few • common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	• including full stops, capital letters, exclamation marks and question marks • commas for lists apostrophes for contracted forms and the possessive (singular)	• To know sentences with different forms: statement, question, exclamation, command • To use expanded noun phrases to describe and specify • The present and past tenses correctly and consistently • Use subordination (using when, if, that, or because) and co-ordination (using or, • and, or but) • Use some features of written Standard English • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	• consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary	• writing narratives about personal experiences and those of others (real and • fictional) • writing about real events • writing poetry • writing for different purposes • • 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 • read aloud what they have written with appropriate intonation to make the meaning clear.	• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] •