



English: Writing Skills Progression

	Transcription: Spelling	Transcription: Handwriting	Composition	Vocabulary, Grammar and Punctuation
Nursery	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. 	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand. Write some letters accurately. 	<ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. 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 Write some or all of their name. Write some letters accurately. Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc 	<ul style="list-style-type: none"> Understand 'why' questions, like: 'Why do you 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.
Reception	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Recall & identify the taught GPCs (including some digraphs) on a grapheme mat and use this when writing. Spell some taught Reception common exception/ tricky and familiar words linked to Little Wandle progression. <p>ELG: Writing</p> <ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools include: pencils for drawing and writing. 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- linked to Little Wandle. Form lower case and capital letters correctly. <p>ELG: Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p>ELG: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases 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. Use new vocabulary through the day. Think of, say and write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> 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. <p>ELG: Speaking</p> <ul style="list-style-type: none"> 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 the teacher

			<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense. • 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." <p>ELG: Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, 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 where appropriate. • 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 the teacher. <p>ELG: Expressive Arts and Design</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play. <p>ELG: Writing</p> <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others. 	
Year 1	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes taught. • Spell Year 1 common exception/ tricky words linked to Little Wandle progression. • Spell the days of the week. • Name the letters of the alphabet in order. • Use letter names to distinguish between alternative spellings of the same sound. • Spell words with simple phoneme/grapheme correspondence accurately. 	<ul style="list-style-type: none"> • Write lower case and capital letters in the correct direction, 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' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • Say out loud what they are going to write about. • Compose a sentence orally before writing it. • Sequence sentences to form short narratives. • Discuss what they have written with the teacher or other pupils. • Re-read their writing to check that it makes sense and to independently begin to make changes. • Read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • Use simple sentence structures. • Use the joining word (conjunction) 'and' to link ideas and sentences. • Begin to form simple compound sentences. • Use capital letters for names, places, the days of the week and the personal pronoun 'I'. • Use finger spaces. • Use full stops to end sentences.

	<ul style="list-style-type: none"> • Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations. • Other word building spelling-use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. • Use the prefix un– • Use –ing, –ed, –er and –est where no change is needed in the spelling of root words. • Apply simple spelling rules and guidance from The National Curriculum Appendix 1 and Little Wandle progression. • Spell simple compound words (e.g. dustbin, football). • Read words that they have spelt. • Take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes. 		<ul style="list-style-type: none"> • Use adjectives to describe. • Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. • Start to engage readers by using adjectives to describe. 	<ul style="list-style-type: none"> • Begin to use question marks and exclamation marks. • Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.
Year 2	<ul style="list-style-type: none"> • Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. • 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 • Apply further Y2 spelling rules and guidance-linked to National Curriculum and Spelling Shed progression. • Spell most Y1 and Y2 common exception words correctly. • Add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly. • Spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. 	<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. • Begin to use the diagonal and horizontal strokes needed to join letters. 	<ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional). • Write about real events. • Write simple poetry. • Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. • Encapsulate 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. • Re-read to check that their writing makes sense and that the correct tense is used throughout. • Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). 	<ul style="list-style-type: none"> • Use the present tense and the past tense mostly correctly and consistently. • Form sentences with different forms: statement, question, exclamation, command. • Use some features of written Standard English. • Use co-ordination (or/and/but). • Use some subordination (when/if/that/because). • Use expanded noun phrases to describe and specify (e.g. the blue butterfly) <p>Use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> • Capital letters, full stops, question marks and exclamation marks; • Commas to separate lists; • Apostrophes to mark singular possession and contractions.

- Learn the possessive singular apostrophe (e.g. the girl's book).
- Write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
- 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.
- Self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).

- Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
- Use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.
- Read aloud what they have written with appropriate intonation to make the meaning clear.

- Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.



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