Knowledge Progression for English Writing Curriculum across EYFS and KS1

Writing	Reception	Year 1	Year 2
Phonics and Whole Word Spelling	• Spell their name correctly. • Spell words in a phonetically plausible manner, using the graphemes that have been taught. • Spell common exception 'tricky' words.	• Spell words containing each of the 40+ phonemes taught. • Common exception words. • The days of the week. • Name the letters of the alphabet in order. • Using letters names to distinguish between alterative spellings of the same sound.	• Spell words by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • 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. • Learning to spell common exception words. • Distinguishing between homophones and near homophones.
Other Word Building/ Spelling Knowledge	• Understand the spelling exception in 'tricky' words.	• Using the spelling rule for –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 the root word.	• Learning to learn more words with contracted forms. • Learning to use the possessive apostrophe (singular). • Add suffixes to spell longer words, including –ment, -ness, -ful, -less, -ly. • Understanding the spelling rules of suffixes where the root word needs to be changed e.g. happy —> happiest.
Transcription	• Write from memory words and simple sentences dictated by the teacher, that include words using the GPCs and common exception words taught so far.	• Write from memory simple sentences dictated by the teacher, that include words using the GPCs and common exception words taught so far.	• Write from memory simple sentences dictated by the teacher, that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting	• To show a preference for a dominant hand. • Sit correctly at a table, holding a pencil comfortably and correctly. • To begin to form lower-case letters correctly, starting and finishing in the correct place. • To start to recognise the differences between lower-case and capital letters. • To begin to form digits 0-9. • To begin to understand which letters belong to which handwriting families and to practise these.	• Sit correctly at a table, holding a pencil comfortably and correctly. • To form lower-case letters correctly, starting and finishing in the correct place. • Form capital letters. • Form digits 0-9. • To understand which letters belong to which handwriting families and to practise these.	• Form lower-case letters of the correct size, relative to one another. • To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters 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.
Composition	Plan: • Saying out loud what they are going to write about. • Composing a words/sentences orally before writing them. • Retaining what they have said so they know which word comes next in their sentence. Draft: • Sequencing pictures to form short narratives. Editing: • Re-reading what they have written to check that it can be read by themselves and others. • Discuss what they have written with teachers. • Begin to edit work, for example, correcting the spelling of tricky words.	Plan: • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Retaining what they have said so they know which word comes next in their sentence. Draft: • Sequencing sentences to form short narratives. • In narratives, begin to innovate/create characters and settings. Editing: • Re-reading what they have written to check that it makes sense. • Discuss what they have written with teachers or other pupils. • Begin to edit work, for example, correcting the spelling of tricky words, Year One common exception words and alternative graphemes for digraphs.	Plan: • Saying out loud what they are going to write about. • Plan key events to form a short narrative and ensure they are coherent. • Begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • To write for different purposes/audiences. Draft: • Writing down ideas and/or key words, including new vocabulary. • In narratives, innovate/create settings and characters. • Encapsulating what they want to say, sentence by sentence. Editing: • Re-reading what they have written to check that it makes sense. • Evaluating their writing with their teacher and other pupils. • Proof-reading to check for errors in spelling, grammar and punctuation.

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Vocabulary		• Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	• Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Grammar	• Beginning to leave spaces between words • Beginning to punctuate sentences using a capital letter and a full stop • Uses a capital letter at the start of their name	• Leaving spaces between words • Joining words and joining clauses using 'and' • 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'	• Sentences with different forms: statement, question, exclamation, command • Expanded noun phrases to describe and specify [for example, the blue butterfly] • The present and past tenses correctly and consistently including the progressive form • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
Punctuation	• Begins to separate words in sentences with spaces • Begins to use a capital letter at the start of a sentence • Begins to demarcate the end of a sentence with a full stop • Uses a capital letter at the start of their name	• Separation of words with spaces • Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital lets for names and for the personal pronoun 'I'	• Use of capital letters, full stops, questions marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Terminology	• Letter • Word • Sentence • Digraph • Trigraph • Tricky words	• Letter • Word • Sentence • Capital letter • Full stop • Question mark • Exclamation mark • Singular • Plural • Punctuation	• Noun • Noun phrase • Statement • Question • Exclamation • Command • Compound • Suffix • Adjective • Adverb • Verb • Tense (Past, Present) • Apostrophe • Comma