

Progression in Writing			
	EYFS	Year 1	Year 2
Writing transcription	<p><b>Development Matters Reception</b></p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p><b>ELG:</b> Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Spell:               <ul style="list-style-type: none"> <li>-Words containing each of the 40+ phonemes already taught.</li> <li>-Common exception words.</li> <li>-The days of the week English.</li> </ul> </li> <li>• Name the letters of the alphabet:               <ul style="list-style-type: none"> <li>-Naming the letters of the alphabet in order.</li> <li>-Using letter names to distinguish between alternative spellings of the same sound.</li> </ul> </li> <li>• Add prefixes and suffixes:               <ul style="list-style-type: none"> <li>-Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>-Using the prefix –un.</li> <li>-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].</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Spell by:               <ul style="list-style-type: none"> <li>-Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>-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.</li> <li>-Learning to spell common exception words.</li> <li>-Learning to spell more words with contracted forms.</li> <li>-Learning the possessive apostrophe. (singular) [for example, the girl’s book]</li> <li>-Distinguishing between homophones and near-homophones.</li> </ul> </li> <li>• Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</li> <li>• Apply spelling rules and guidance, as listed in English Appendix 1.</li> <li>• Write from memory simple sentences dictated by the teacher that include words</li> </ul>

		<ul style="list-style-type: none"> <li>• Apply simple spelling rules and guidance, as listed in English Appendix 1.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p>using the GPCs, common exception words and punctuation taught so far.</p>
<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• Talk about stories and experiences.</li> <li>• Develop own narratives.</li> <li>• Make simple story maps, captions and labels.</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Re-read what they have written to check that it makes sense</li> </ul>	<p>Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about.</li> <li>• Composing a sentence orally before writing it.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Re-reading what they have written to check that it makes sense.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional).</li> <li>• Writing about real events.</li> <li>• Writing poetry.</li> <li>• Writing for different purposes.</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about.</li> <li>• Writing down ideas and/or key words, including new vocabulary.</li> <li>• Encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p>

			<ul style="list-style-type: none"><li>• Evaluating their writing with the teacher and other pupils</li><li>• 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</li><li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li><li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul>
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