



Progression Map For Writing Skills

Knowledge/Skill	EYFS	YEAR 1	YEAR 2
Word Level	<p>Develop oral vocabulary of nouns, verbs and adjectives</p> <p>Recognise words as units of meaning</p>	<p>Understanding how the prefix 'un' changes the meaning of verbs and adjectives.</p> <p>Understanding regular plural noun suffixes 's' or 'es' (dog - dogs, wish - wishes) including the effects of these suffixes on the meaning of the noun.</p> <p>Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words (helping, helped, helper)</p>	<p>Understanding the formation of nouns using suffixes such as -ness, -er and compounding (e.g. whiteboard, snowman)</p> <p>Understanding the formation of adjectives using suffixes such as -ful, -less</p> <p>Understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs</p>
Sentence Level	<p>Begin to compose simple phrases e.g. the blue bus; a red bag</p> <p>Begin to understand how words can combine to make simple sentences</p> <p>Use spaces to represent the boundaries between words</p>	<p>Joining words and joining clauses using 'and'</p> <p>Understanding how words can combine to make sentences</p> <p>Leaving spaces between words</p>	<p>Use subordination (when, if, that, or, because) and coordination (using or, and, or, but)</p> <p>Expanded noun phrases to describe and specify (for example, the blue butterfly)</p> <p>Use sentences with different forms: statement, questions, exclamation, and command</p>

<p>Punctuation</p>	<p>Use a capital letter for a person's name and the pronoun I</p> <p>Begin to punctuate simple sentences with a capital letter and a full stop</p> <p>Begin to recognise and show awareness of question marks and exclamation marks in text</p>	<p>Using a capital letter for names of people, places, days of the week and the personal pronoun I</p> <p>Punctuate many sentences with a capital letter and a full stop, question mark or exclamation mark</p>	<p>Correct use of capital letters and full stops to demarcate sentences and question marks and exclamation marks, where required</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p> <p>Commas to separate items in a list</p>
<p>Vocabulary</p>	<p>Use the following grammatical terminology in discussing their writing: letter, capital letter, word, full stop, sentence</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>	<p>Use and understand the following grammatical terminology in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past, present), apostrophe, and comma</p>
<p>Text</p>		<p>Sequencing sentences to form short narratives.</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>
<p>Composition: Planning, drafting, evaluating, editing and proof reading</p>	<p>Think aloud as they collect ideas</p> <p>Compose a sentence orally before writing it and orally re-draft to check that the meaning is clear</p> <p>Orally compose a series of sentences to create short narratives</p>	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p>

	<p>Listen to the narratives of others and talk about what they like about them</p> <p>Sequence events from familiar narrative and orally retell simple stories</p> <p>Write simple sentences that can be read by themselves and others</p> <p>Discuss what they have written with the teacher or other pupils. Read aloud what they have written</p>	<p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check it makes sense</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Develop positive attitudes and stamina for writing by:</p> <p>Writing simple, coherent narratives about personal experiences and those of others (real or fictional) Writing about real events recording these simply and clearly Writing poetry Writing for different purposes</p> <p>Evaluating their writing with the teacher and other pupils.</p> <p>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.</p> <p>Proof-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</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p>Handwriting</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Most lower case letters formed in the correct direction, starting and finishing in the right place.</p>	<p>Form lower-case letters of the correct size relative to one-another.</p> <p>Write capital letters and digits of the correct size, orientation and</p>

	<p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Form capital letters Form digits 0-9 Starting and finishing in the correct place</p>	<p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Start to join digraphs following penpals progression</p> <p>Form capital letters. Form digits 0-9</p>	<p>relationship to one another to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <p>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. f, g, y, q, p. Follow penpals progression for joining</p>
<p>Spelling</p>	<p>Orally blend and segment cvc and ccvc/cvcc words containing the phonemes taught</p> <p>Use phonic knowledge to write words in ways that match their spoken sounds</p> <p>Spell some phonetically decodable words correctly and make phonetically plausible attempts at others</p> <p>Spell common exception words (Phases 2 & 3 of Letters & Sounds)</p> <p>Write their own name correctly</p> <p>Writes from memory simple sentences, dictated by the teacher, that include words using the GPCs and common exception words taught so far.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Adding the endings -ing, -ed, and -er to verbs where no change is needed to the root word</p> <p>Adding -er and -est to adjectives where no change is needed to the root word.</p> <p>Adding the pre-fix -un without any change of spelling to the root word unhappy, undo</p> <p>Adding 's' and 'es' to words (plurals of nouns and the third person singular verbs)</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of</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>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonetically plausible attempts at others 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</p> <p>Adding suffixes to words of more than one syllable Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it.</p>

some words needs to be learnt specifically.

The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck

The /n/ sound spelt before K

Division of words into syllables

The /ch/ sound spelt tch
match, hutch

The /v/ sound at the start of words

Words ending -y
happy, funny

New consonant spellings ph and wh.

` using k for the /k/ sound

skin, kit

Spell the days of the week

Spell most common exception words
(From NC Year 1 and Phases 2- 5 of Letters & Sounds)

Compound words
football, bedroom

Names the letters of the alphabet in order & use the letter names to distinguish between alternative spellings of the same sound

Write from memory simple sentences, dictated by the teacher, that include words using the GPCs

Adding

-ing, -ed

-er -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter.

Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it.

Add suffixes to spell longer words, including -ment, -ness, -ful -less and -ly

/j/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i

/s/ sound spelt c before e, I and y
/n/ sound spelt kn at the beginning of words

/r/ sound spelt wr at the beginning of words

/l/ sound spelt -le and el at the ends of words

Words ending -il

/igh/ sound spelt -y at the end of words.

/or/ Sound spelt a before l and ll e.g. ball

/u/ sound spelt 'o' e.g. other

/ee/ Sound spelt -ey e.g. monkey

/o/ sound spelt a after w and qu

		<p>and common exception words taught so far</p>	<p>e.g. want /er/ sound spelt or after w e.g. word /or/ Sound spelt ar after w e.g. war /z/ sound spelt s e.g. usual</p> <p>Spell words ending in '-tion'</p> <p>Homophones and near-homophones Learning to spell more words with contracted forms</p> <p>Learning to spell many common exception words (Including NC words Years 1 & 2 and Letters and Sounds phases 2 - 5)</p> <p>Learning the possessive apostrophe (singular) e.g. the girl's book.</p>
--	--	---	---