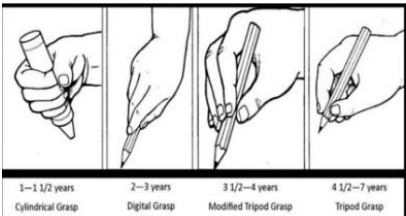




Speen Church of England School WRITING PROGRESSION

	PRE-SCHOOL	YEAR R	YEAR 1	YEAR 2
Phonic & Whole word spelling	<p>Beginning to understand that writing communicates meaning Begin to make marks and give meaning to the marks Begin to recognise own name and attempt to write their name copying it from a name card or try to write it from memory. It is expected that children will develop through these pre-phonemic stages: - The picture tells a story to convey a message, as described by the child. The starting point of the 'writing' begins at any point of the paper The writing is progressing from left to write. It is written in linear fashion to mimic real writing. Letters and symbols are imitated</p>	<p>Aware that writing communicates meaning Give meaning to marks they make Understand that thoughts can be written down Write their name copying it from a name card or try to write it from memory Copies adult writing behaviour Makes marks and drawings using increasing control) Know there is a sound/symbol relationship Use some recognisable letters and own symbols Write letters and strings, sometimes in clusters like words Use appropriate letters for initial sounds/CVC words Build words using known letter sounds in writing (Set 1& 2 RWI) Continue to build on knowledge of letter sounds to build words in writing within play Use familiar words in their writing</p>	<p>(Revision of Reception) All letters of the alphabet and the sounds which they most commonly represent Consonant digraphs which have been taught and the sounds which they represent Vowel digraphs which have been taught and the sounds which they represent The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds Words with adjacent consonants Spell words containing each of the 40+ phonemes taught Spell common exception words and those introduced in RWI</p>	<p>Able to segment spoken words into phonemes and representing these by graphemes, spelling many correctly Learn 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 Able to spell most common exception words Can distinguish between homophones and near-homophones</p>

	Random letters are written with no true meaning and there is no relationship between the sounds written and what the child is saying	Listen to and hear the sounds in CVC, CVCC and CCVC words. Recall & identify the taught GPCs (including some digraphs Set 1& 2) on a (RWI) Grapheme Sound mat and use this when writing. Spell some taught common exception/ high frequency and familiar words. Write short sentences with words with known letter-sound correspondences, beginning to use a capital letter and full stop	Spell the days of the week Name the letters of the alphabet in order Can use letter names to distinguish between alternative spellings of the same sound	
Other word building spelling		Continuing a Rhyming string Introduced to the spelling rule for adding-s Write other words that are phonetically plausible	Begin to use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Begin to use the prefix un- Begin to use -ing, -ed, -er and -est where no change is needed in the spelling of root words Can apply simple spelling rules from English Appendix 1 Spelling	Begin to learn the possessive apostrophe (singular) Begin to learn to spell more words with contracted forms Can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Can apply spelling rules and guidelines from English Appendix 1 Spelling
Transcription	Use some of their print and letter knowledge in their early writing.	Use some of their print and letter knowledge in their early writing.	To write from memory simple sentences dictated by the teacher that include words using the GPCs and common	To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

			exception words taught so far.	
Handwriting	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Beginning to show a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Begin to sit comfortably at a table to mark make if asked.</p> 	<p>With encouragement sit correctly at a table, holding a pencil comfortably and correctly (tripod grip)</p> <p>With support, form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Know how to write the taught letters.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>Show a preference for a dominant hand</p> <p>Begin to form capital letters</p> <p>Begin to form digits 0-9</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters accurately</p> <p>Form digits 0-9 accurately</p> <p>Understand which letters belong to which handwriting 'families' and to practise these</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Form lower-case letters of the correct size relative to one another</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.</p> <p>Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Increase the legibility, consistency and quality of their handwriting</p>
Contexts for Writing	Child initiated writing (in role, and for purpose)	<p>Child initiated writing (in role, and for purpose)</p> <p>Write narratives (caption, 1 /2 sentences) about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p>	<p>Writing simple narratives about personal experiences and those of others (real and fictional)</p> <p>Writing about real events</p> <p>Writing poetry</p>	<p>Develop positive attitudes towards and stamina for extended writing by writing:</p> <ul style="list-style-type: none"> • about real events • poetry • for different purposes

		Write for different purposes	Writing for different purposes	
Planning Writing	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses etc</p>	<p>To compose a sentence orally before writing it</p> <p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p> <p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses.</p>	<p>Use a talk partner to say what they are going to write about</p> <p>Compose a sentence orally and holding it in their head before writing it</p>	<p>Plan or say out loud with a talk partner what they are going to write about</p>
Drafting Writing		<p>To think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p>	<p>Sequence sentences to form short narratives</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p>
Editing Writing		<p>Discuss what they have written with the teacher by reading and make changes where necessary.</p>	<p>Discuss what they have written with the teacher or other pupils</p> <p>Begin to use 'purple polisher' to show edits</p>	<p>Evaluating their writing with the teacher and other pupils</p> <p>Reread 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>

				Proofreading to check for errors in spelling, grammar and punctuation. Use 'purple polisher' effectively
Performing Writing	Remember and sing entire songs, rhymes and poems. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know.	Remember and sing entire songs, rhymes and poems. Begin to read out own writing/say a simple sentence to the teacher/group	Read their writing aloud clearly enough to be heard by their peers and the teacher. Beginning to use some expression/intonation.	Read aloud what they have written with appropriate intonation and expression to engage and make the meaning clear
Vocabulary	Talk about and respond to stories (rhymes and songs) with actions.	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses.	Leaving spaces between words Able to use joining words and joining clauses using "and"	Use expanded noun phrases to describe and specify
Grammar (English Appendix 2 Vocabulary Grammar and Punctuation)	Speaking: Begin to use past, present and future forms accurately when talking about events that have happened or are to happen in the future-may continue to	Speaking: Begin to use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Use regular plural noun suffixes (-s, -es) Use verb suffixes where root word is unchanged (-ing, -ed, -er)	Can build sentences with different forms: statement, question, exclamation, command Uses the present and past tenses correctly and consistently including the progressive form

	<p>have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Understand 'why' questions, Use longer sentences of four to six words.</p>	<p>To make writing exciting using wow words (adjectives).</p> <p>To begin to know sentences can be extended using a joining word (conjunction)</p>	<p>Can un- prefix to change meaning of adjectives/adverbs</p> <p>Learns to combine words to make sentences, including using and</p> <p>Sequences sentences to form short narratives</p> <p>Can separate words with spaces</p> <p>Is able to use sentence demarcation (. ! ?)</p> <p>Can use capital letters for names and pronoun 'I')</p>	<p>Understands subordination (using when, if, that, or because) and coordination (using or, and, or but)</p> <p>Uses some features of written Standard English</p> <p>Uses suffixes to form new words (-ful, -er, -ness)</p> <p>Can effectively demarcate sentences</p> <p>Uses commas in lists</p> <p>Uses apostrophes for omission & singular possession</p>
<p>Punctuation (English Appendix 2 Vocabulary Grammar and Punctuation)</p>		<p>Sometimes use a capital letter and a full stop in their writing.</p>	<p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Uses a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>
<p>Grammatical Terminology</p>	<p>Letter, word</p>	<p>Letter, capital letter, word, sentence, full stop, finger spaces, punctuation, exclamation mark, question mark</p>	<p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, adjective, noun, verb, speech bubble, bullet point</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma. Speech bubble, bullet point</p>

	Progression of writing genres			
Instructions	Be introduced to instructions linked to actions or procedures e.g. recipe/game modelled by leader	Become familiar with instructions linked to actions or procedures e.g. recipes/games.	Ideas grouped in sentences in time sequence. Written in the imperative e.g. sift the flour. Use of numbers or bullet points to signal order.	A goal is outlined - a statement about what is to be achieved. Written in sequenced steps to achieve the goal. Diagrams and illustrations are used to make the process clearer.
Recount - experiences, diary, police reports, sports reports	Experience of seeing news reports and understanding their purpose.	Experience of a written recount but not necessarily in the form of a news report. Experience of reading/seeing news reports and their purpose. Labelling posters or writing about experiences.	Ideas grouped together in time sequence. . Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.
Non Chronological Reports		Writing about experiences or 'truffle moments'.	Ideas grouped together for similarity. Attempts at third person writing. e.g. The man was run over. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...	Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... . Main ideas organised in groups.
Letters	Play using envelopes/notepaper etc	Understanding of:- What a letter looks like. Why we send letters. Types of letters they have received or their family have received. Writing short letters to others, using envelopes.	Ideas grouped in sentences in time sequence.	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques - time related words.

Persuasion - Purpose: advert, leaflet, argument			Ideas are grouped together for similarity. Writes in first person.	Brief introduction and conclusion. Written in the present tense. Main ideas organised in groups. Written with an impersonal style
Biography	Varied supported activities to record 'All about me'	Writing about themselves.	Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Brief introduction and conclusion. Written in the past tense e.g. He went... She travelled Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.
Newspaper	Modelled by leader. Writing wanted or missing posters.	Writing wanted or missing posters.	Ideas grouped in sentences in time sequence. Attempts at third person writing. e.g. The man was run over. Beginning describes what happened	Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques - time related words. A photo with a caption.
Story	Orally saying stories with support.	Orally saying or writing stories of others and their own. Recall popular fairy tales/stories Have read/heard different stories and can talk about them. Understanding that there are characters, setting, problem and finally a solution (fiction).	Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing. e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...	Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting