

Nyewood CE Infant School

Skills Progression

Writing

Curriculum Intent:

At Nyewood CE Infant School we intend for every child see themselves as a writer; to have confidence, independence and enthusiasm to write for a range of purposes.

EYFS			
	Emerging Towards End of Year Expectations	Working At Expected End of Year Expectations	Exceeding End of Year Expectations
Transcription	<p><u>Pupils will...</u></p> <p>Begin to break the flow of speech into words.</p> <p>Continue a rhyming string.</p> <p>Hear and say the initial sound in words.</p> <p>Segment the sounds in simple words.</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts which are phonetically plausible.</p>	<p><u>Pupils will...</u></p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words.</p> <p>Write simple sentences which can be read by themselves and others. (Some words are spelt correctly and others are phonetically plausible).</p>	<p><u>Pupils will...</u></p> <p>Spell words containing each of the phonemes taught within phases 2-4.</p> <p>Spell some Y1 common exception words.</p> <p>Name the letters of the alphabet.</p> <p>Add prefixes and suffixes using the spelling rule for adding –s or –es and using the prefix un–.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (as noted above).</p> <p>Consistently write simple sentences which can be read by themselves and others. (Some words are spelt correctly and others are phonetically plausible).</p>

<p>Handwriting</p>	<p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Handle equipment and tools effectively, including pencils for writing.</p>	<p>Begin to develop the ability to sit correctly at a table, holding a pencil comfortably.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form some capital letters.</p> <p>Attempt to form digits 0-9.</p> <p>Begin to understand which letters belong to which handwriting 'families' and start to form these.</p>
<p>Composition</p>	<p>Give meaning to marks they make as they draw, write and paint.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p> <p>Link statements and stick to a main theme or intention.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Develop their own narratives and explanations by connecting ideas or events.</p>	<p>Say a simple sentence aloud with the support of an adult.</p> <p>Compose a sentence orally before writing it.</p> <p>Write a collection of related simple sentences.</p> <p>Begin to read back what they have written to check that it makes sense.</p> <p>Begin to read a simple sentence that they have written aloud, clearly enough to be heard.</p> <p>Create a narrative to a story they are telling orally with clear links between ideas and sequence of events.</p>
<p>Vocabulary, Grammar and Punctuation</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Begin to leave spaces between words.</p> <p>Begin to punctuate sentences using a capital letter and a full stop.</p> <p>Use a capital letter for names of people and the personal pronoun 'I'.</p>

Year 1			
	Working Towards End of Year Expectations	Working At Expected End of Year Expectations	Working at Greater Depth Within End of Year Expectations
Transcription	<p><u>Pupils will...</u></p> <p>Spell words containing each of the phonemes taught within phases 2-4.</p> <p>Spell some Y1 common exception words.</p> <p>Name the letters of the alphabet.</p> <p>Add prefixes and suffixes using the spelling rule for adding –s or –es and using the prefix un–.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far (as noted above).</p>	<p><u>Pupils will...</u></p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell common exception words and also the days of the week.</p> <p>Name the letters of the alphabet.</p> <p>Add prefixes and suffixes using the spelling rule for adding –s or –es, using the prefix un– and using –ing, –ed, –er and –est where no change is needed in the spelling of root words.</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><u>Pupils will...</u></p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling them correctly.</p> <p>Learn to spell Y1 and some Y2 common exception words.</p> <p>Learn to spell some words with contracted forms e.g. I'm.</p> <p>Begin to add suffixes to spell longer words including –ment, –ness and –less.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation outlined within Year 1 and some within Year 2.</p>
Handwriting	<p>Begin to develop the ability to sit correctly at a table, holding a pencil comfortably.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form some capital letters.</p> <p>Attempt to form digits 0-9.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Mostly form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p>	<p>Form most lower-case letters of the correct size relative to one another.</p> <p>Write most 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>

	Begin to understand which letters belong to which handwriting 'families' and start to form these.	Understand which letters belong to which handwriting 'families' and to practise these.	
Composition	<p>Say a simple sentence aloud with the support of an adult.</p> <p>Compose a sentence orally before writing it.</p> <p>Write a collection of related simple sentences.</p> <p>Begin to read back what they have written to check that it makes sense.</p> <p>Begin to read a simple sentence that they have written aloud, clearly enough to be heard.</p>	<p>Write sentences by saying out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written.</p> <p>Read their writing aloud, clearly enough to be heard.</p>	<p>Build stamina for writing by gradually increasing writing at length, writing time and range of writing styles.</p> <p>Understand and write in different styles including:</p> <ul style="list-style-type: none"> - Narratives about personal experiences; - Real events; - Poetry; - Writing for different purposes. <p>Plan or say out loud what they are going to write about.</p> <p>Make simple additions and corrections to their own writing.</p> <p>Reread to check that each sentence in their writing makes sense.</p> <p>Proofread to check for errors with simple punctuation (for example, ends of sentences punctuated correctly).</p>
Vocabulary, Grammar and Punctuation	<p>Begin to leave spaces between words.</p> <p>Begin to punctuate sentences using a capital letter and a full stop.</p>	<p>Leave spaces between words.</p> <p>Join words and join clauses using 'and'.</p>	<p>Consistently use familiar punctuation correctly, including full stops, capital letters and question marks and begin to use commas in lists.</p> <p>Learn how to use an adjective to expand a sentence to describe and specify.</p>

	<p>Use a capital letter for names of people and the personal pronoun 'I'.</p>	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Begin to use the present and past tenses correctly.</p> <p>Use subordination (because) and co-ordination (and).</p>
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Year 2			
	Working Towards End of Year Expectations	Working At Expected End of Year Expectations	Working at Greater Depth Within End of Year Expectations
Transcription	<p><u>Pupils will...</u></p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly.</p> <p>Learn to spell Y1 and some Y2 common exception words.</p> <p>Learn to spell some words with contracted forms e.g. I'm.</p> <p>Begin to add suffixes to spell longer words including –ment, –ness and –less.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation outlined within Year 1.</p>	<p><u>Pupils will...</u></p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>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.</p> <p>Learn to spell Y2 common exception words.</p> <p>Learn to spell more words with contracted forms.</p> <p>Learn the possessive apostrophe.</p> <p>Distinguish between homophones and near-homophones.</p> <p>Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p><u>Pupils will...</u></p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt.</p> <p>Place the possessive apostrophe accurately in words with regular plurals.</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
Handwriting	Form most lower-case letters of the correct size relative to one another.	Form lower-case letters of the correct size relative to one another.	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

	<p>Write most 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>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 un-joined.</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>
Composition	<p>Develop a positive attitude towards writing.</p> <p>Build stamina for writing by gradually increasing writing at length, writing time and range of writing styles.</p> <p>Understand and write in different styles including:</p> <ul style="list-style-type: none"> - Narratives about personal experiences; - Real events; - Poetry; - Writing for different purposes. <p>Plan or say out loud what they are going to write about.</p> <p>Talk what they want to say, sentence by sentence.</p> <p>Make simple additions and corrections to their own writing.</p> <p>Reread to check that each sentence in their writing makes sense.</p>	<p>Develop a positive attitude towards writing.</p> <p>Develop good stamina for writing.</p> <p>Understand and write in different styles including:</p> <ul style="list-style-type: none"> - Narratives about personal experiences and those of others (real and fictional); - Real events; - Poetry; - Writing for different purposes. <p>Plan or say out loud what they are going to write about.</p> <p>Write down ideas and/or key words, including new vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing.</p>	<p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and by discussing and recording ideas.</p> <p>Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices for example, headings and sub-headings.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>

	<p>Proofread to check for errors with simple punctuation (for example, ends of sentences punctuated correctly).</p>	<p>Evaluate their writing with the teacher and other pupils.</p> <p>Reread to check that their writing makes sense (including tense).</p> <p>Proofread to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Proofread for spelling and punctuation errors.</p> <p>Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p>Vocabulary, Grammar and Punctuation</p>	<p>Learn how to use both familiar and new punctuation correctly, including full stops, capital letters and question marks.</p> <p>Learn how to use an adjective to expand a sentence to describe and specify.</p> <p>Begin to use the present and past tenses correctly.</p> <p>Use subordination (because) and co-ordination (and).</p>	<p>Learn 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.</p> <p>Learn how to use sentences with different forms: statement, question, exclamation, command.</p> <p>Learn how to use expanded noun phrases to describe and specify.</p> <p>Use the present and past tenses correctly and consistently, including the progressive form.</p> <p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p>Extend the range of sentences used with more than one clause by using a wider range of conjunctions, including: when, if, because, although.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Begin to use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Begin to use fronted adverbials.</p> <p>Use and punctuate direct speech.</p>