

## Nyewood CE Infant School

### Writing Knowledge and Skills Progression

#### **Curriculum Intent**

The **intent** of our curriculum is that it will secure our vision that at Nyewood Church of England Infant School our children are **confident, happy and independent learners** who take an active role **together in God's world**.

#### **Writing 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			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
Autumn Term			
<b>Oracy</b>	<p><b>Children know...</b> How to speak in simple sentences, with support.</p> <p>The meaning of a growing collection of words from their experiences and the books they have heard and enjoyed.</p> <p><b>Children can...</b> Begin to break the flow of speech into words.</p> <p>Speak in simple sentences to communicate meaning in an increasing range of contexts.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p>	<p><b>Children know...</b> How to speak in simple sentences to give information.</p> <p>The meaning of an increasing range of vocabulary from their experiences and from texts they have heard or read.</p> <p><b>Children can...</b> Use words to describe.</p> <p>Say a simple sentence aloud with the support of an adult.</p> <p>With support, compose a simple phrase orally before writing it.</p>	<p><b>Children know...</b> How to extend their sentences in speech beyond a simple sentence.</p> <p>How to use a growing range of range of vocabulary from their experiences and from texts they have heard or read in spoken language.</p> <p><b>Children can...</b> Use a growing range of adjectives in their spoken language to describe.</p> <p>Speak in clear sentences to communicate meaning.</p> <p>Compose a simple sentence orally before attempting to write it.</p>
<b>Core Skills (Transcription)</b>	<p><b>Children know...</b> What rhyme means.</p> <p>With guidance, how to continue a rhyming string.</p> <p>That words are made up of component sounds.</p> <p>That writing is used to communicate meaning.</p>	<p><b>Children know...</b> The difference between letters and words.</p> <p>The GPCs taught so far in Phase 2 of the Little Wandle phonics scheme.</p> <p><b>Children can...</b></p>	<p><b>Children know...</b> 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>

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	<p><b>Children can...</b></p> <p>Depict words that have the same end sound (rhyme).</p> <p>Hear and say the initial sound in words.</p> <p>Use some deliberate marks to communicate meaning.</p>	<p>Begin to use their phonic knowledge to write simple words in ways which match their spoken sounds.</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>That sentences need spaces between words in them to make them clear to read.</p> <p>That sentences begin with a capital letter and end with a full stop.</p> <p>How to segment words for spelling using the GPCs taught within phases 2-4.</p> <p><b>Children can...</b></p> <p>Spell words containing each of the GPCs taught within phase 2.</p> <p>Spell some EYFS tricky words.</p> <p>Begin to leave spaces between words.</p> <p>Begin to punctuate sentences using a capital letter and a full stop.</p>
<b>Planning</b>	Children talk about their ideas and experiences ahead of any mark making or writing activity.		
<b>Composition (guided writing and independent application)</b>	<p><b>Children know...</b></p> <p>That writing is used to communicate meaning e.g. name writing, labelling, adding words and captions to describe.</p> <p><b>Children can...</b></p> <p>Write own name and other things such as labels.</p> <p>Give meaning to marks they make as they draw, write and paint.</p>	<p><b>Children know...</b></p> <p>That there are different types of writing which they can use to communicate.</p> <p>The core skills they need to make their writing clear (see autumn term core skills).</p> <p><b>Children can...</b></p> <p>Begin to write simple words and phrases using their phonic learning to date.</p> <p>Tell an adult what they have written by 'reading' it back.</p>	<p><b>Children know...</b></p> <p>That they can use writing to communicate in a range of ways including information giving and story telling.</p> <p>How to form simple sentences to communicate meaning in writing.</p> <p><b>Children can...</b></p> <p>Write a collection of related simple sentences on a topic or theme.</p> <p>Write in simple sentences using their phonic knowledge to communicate meaning.</p> <p>Begin to explore simple punctuation in their sentences to ensure they make sense.</p>
<b>Handwriting</b>	<p><b>Children know...</b></p> <p>Which hand they feel most comfortable in using tools and equipment.</p>	<p><b>Children know...</b></p> <p>How to grip a pencil accurately for writing.</p>	<p><b>Children know...</b></p> <p>The difference between lower case and capital letters.</p>

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	<p>That different tools and equipment can be used for different purposes e.g. chalk, pencil, scissors, pegs etc...</p> <p>How to create an anticlockwise movement and how to retrace vertical lines when mark making.</p> <p><b>Children can...</b> Uses simple tools to effect changes to materials.</p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Show a preference for a dominant hand.</p> <p>Begin to use anticlockwise movement and retrace vertical lines.</p> <p>Begin to form recognisable letters.</p>	<p>How to form the graphemes for the phonemes they have learnt so far in phase 2.</p> <p><b>Children can...</b></p> <p>Begin to develop the ability to sit correctly at a table, holding a pencil comfortably.</p> <p>Begin to handle equipment and tools with increasing control, including pencils for writing.</p>	<p>How to form some lower case letters in their writing; knowing where they start and where they finish.</p> <p><b>Children can...</b> Increasingly, form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Attempt to form digits 0-9.</p>
	<b>Emerging</b> Towards Expectations	Working <b>At Expectations</b>	<b>Exceeding</b> Expectations
<b>Spring Term</b>			
<b>Oracy</b>	<p><b>Children know...</b> That sentences are made up of individual words.</p> <p>That spoken language can be used in a range of situations and for a range of purposes.</p> <p><b>Children can...</b></p> <p>Introduce a storyline or narrative into their play.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><b>Children know...</b> How to extend their sentences in speech beyond a simple sentence.</p> <p>How to use a growing range of range of vocabulary from their experiences and from texts they have heard or read in spoken language.</p> <p><b>Children can...</b> Use a growing range of adjectives in their spoken language to describe.</p> <p>Speak in clear sentences to communicate meaning.</p> <p>Compose a simple sentence orally before attempting to write it.</p>	<p><b>Children know...</b> In simple terms, the meaning of past, present and future in relation to simple events and actions.</p> <p><b>Children can...</b> Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>

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<p><b>Core Skills</b> <b>(Transcription)</b></p>	<p><b>Children know...</b> How to begin to spot the difference between letters, words and sentences.</p> <p>The GPCs taught in Phases 2 of the Little Wandle phonics scheme so far.</p> <p><b>Children can...</b> Segment the sounds in simple words.</p> <p>Use simple words to record their ideas and understanding.</p>	<p><b>Children know...</b> The GPCs they have learnt so far in the Little Wandle phonics scheme.</p> <p>How to segment words for spelling using the GPCs taught in phase 2.</p> <p><b>Children can...</b> Use their phonic knowledge to write words in ways which match their spoken sounds with increasing accuracy.</p> <p>Write some tricky words they have learnt so far.</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><b>Children know...</b> How to build words and sentences using their phonic and grammatical knowledge learnt during the autumn term.</p> <p>The names of the letters of the alphabet</p> <p><b>Children can...</b> Write from memory simple sentences dictated by the teacher that include words using the GPCs and tricky words taught so far.</p> <p>Consistently write sentences which can be read by themselves and others. (Some words are spelt correctly and others are phonetically plausible).</p>
<p><b>Planning</b></p>	<p><b>Children know...</b> That they can collect their ideas by talking about them and drawing them.</p> <p><b>Children can...</b> Use simple talk or pictures to show their ideas.</p>	<p><b>Children know...</b> How to collect their thoughts and ideas using talk, pictures and simple words.</p> <p><b>Children can...</b> Use talk, pictures and words to show their ideas ahead of writing.</p>	<p><b>Children know...</b> How to begin to plan their ideas using simple templates or formats given to them which sequences their thoughts into an order according to the style of writing.</p> <p><b>Children can...</b> Use given templates for planning their writing.</p>
<p><b>Composition</b> <b>(guided writing and independent application)</b></p>	<p><b>Children know...</b> Why they are writing.</p> <p>How to form simple sentences to communicate meaning in writing.</p> <p><b>Children can...</b> Write in simple phrases or sentences using their phonic knowledge to communicate meaning.</p> <p>Tell an adult what they have written by 'reading' it back.</p>	<p><b>Children know...</b> How to form simple sentences to communicate meaning in writing.</p> <p>That they can use writing to communicate in a range of ways including information giving and story telling.</p> <p><b>Children can...</b> Write confidently in simple sentences using their phonic knowledge to communicate meaning.</p>	<p><b>Children know...</b> That writing is created to be read and therefore needs to make sense.</p> <p><b>Children can...</b> Begin to read back what they have written to check that it makes sense.</p>

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		Begin to develop their own narratives and explanations in writing.	
<b>Handwriting</b>	<p><b>Children know...</b> How to form some of the graphemes for the phonemes they have learnt in phase 2.</p> <p><b>Children can...</b> Uses a pencil and hold it effectively to form some recognisable letters, most of which are correctly formed.</p>	<p><b>Children know...</b> The difference between lower case and capital letters.</p> <p>How to form the graphemes for the phonemes they have learnt so far.</p> <p><b>Children can...</b> Handle equipment and tools effectively, with control, including pencils for writing.</p>	<p><b>Children know...</b> How to form some of the capital letters for all letters of the alphabet.</p> <p>How to correctly form the digits 0-9.</p> <p><b>Children can...</b> Accurately form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form the digits 0-9 using consistent size as well as accurate formation.</p> <p>Form some capital letters.</p>
	<b>Emerging</b> Towards Expectations	<b>Working At Expectations</b>	<b>Exceeding</b> Expectations
<b>Summer Term</b>			
<b>Oracy</b>	<p><b>Children know...</b> The meanings of new words they have become familiar with.</p> <p>How to use new vocabulary appropriately in spoken language.</p> <p><b>Children can...</b> Extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p><b>Children know...</b> In simple terms, the meaning of past, present and future in relation to simple events and actions.</p> <p><b>Children can...</b> Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	
<b>Core Skills (Transcription)</b>	<p><b>Children know...</b> The difference between letters, words and sentences.</p> <p>The GPCs taught in Phases 2 and some of 3 of the Little Wandle phonics scheme.</p> <p><b>Children can...</b> Use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p><b>Children know...</b> That sentences need spaces between words to make them clear to read.</p> <p>That sentences begin with a capital letter and end with a full stop.</p> <p>How to segment words for spelling using the GPCs taught within phases 2-3.</p>	<p><b>Children know...</b> How to write in clear, accurately punctuated sentences to communicate meaning.</p> <p>How to consistently use their phonic knowledge for spelling in the phases they have learnt.</p> <p>How to add prefixes and suffixes using the spelling rule for adding -s or -es and using the prefix un- where no change is needed to the root word.</p>

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	<p>Write some tricky words they have learnt so far.</p> <p>Begin to write simple captions and sentences which can be read by themselves and others. (Some words are spelt correctly and others are phonetically plausible).</p>	<p><b>Children can...</b> Spell words containing each of the GPCs taught within phases 2-3.</p> <p>Name the letters of the alphabet.</p> <p>Begin to leave spaces between words.</p> <p>Begin to punctuate sentences using a capital letter and a full stop.</p> <p>Write a growing number of tricky words they have learnt so far.</p>	<p><b>Children can...</b> Write in clear, accurate sentences which show finger spaces between words, accurate, simple punctuation and phonetically plausible spelling.</p> <p>Use a capital letter for names of people and the personal pronoun 'I'.</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es and using the prefix un-.</p>
<b>Planning</b>	<p><b>Children know...</b> How to collect their thoughts and ideas using talk, pictures and simple words.</p> <p><b>Children can...</b> Use talk, pictures and words to show their ideas ahead of writing.</p>	<p><b>Children know...</b> How to begin to plan their ideas using simple templates or formats given to them which sequences their thoughts into an order according to the style of writing.</p> <p><b>Children can...</b> Use given templates for planning their writing.</p>	<p><b>Children know...</b> How to begin to plan their ideas using simple templates or formats which sequences their thoughts into an order according to the style of writing.</p> <p><b>Children can...</b> Use given templates for planning their writing.</p>
<b>Composition (guided writing and independent application)</b>	<p><b>Children know...</b> That there are different types of writing which they can use to communicate.</p> <p>How to form simple sentences to communicate meaning in writing.</p> <p>The core skills they need to make their writing clear (see autumn and spring term core skills).</p> <p><b>Children can...</b> Write in simple sentences using their phonic knowledge to communicate meaning.</p> <p>Tell an adult what they have written by 'reading' it back.</p> <p>Link statements and stick to a main theme or intention.</p>	<p><b>Children know...</b> That they can use writing to communicate in a range of ways including information giving and story telling.</p> <p>That each sentence has a purpose in writing.</p> <p><b>Children can...</b> Write a collection of related simple sentences on a topic or theme.</p> <p>Use accurate simple punctuation in their sentences to ensure they make sense.</p> <p>Develop their own narratives and explanations; connecting ideas or events.</p>	<p><b>Children know...</b> That their writing is for a purpose.</p> <p>That there is a sequence in their writing e.g. idea 1, 2, 3.</p> <p><b>Children can...</b> Begin to read sentences 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>

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<p><b>Handwriting</b></p>	<p><b>Children know...</b> How to form all of the graphemes for the phonemes they have learnt in phase 2.</p> <p>How to grip a pencil accurately for writing.</p> <p><b>Children can...</b> Begin to develop the ability to sit correctly at a table, holding a pencil comfortably. Begin to handle equipment and tools with increasing control, including pencils for writing.</p>	<p><b>Children know...</b> The difference between lower case and capital letters.</p> <p>How to form some lower case letters in their writing; knowing where they start and where they finish.</p> <p><b>Children can...</b> Consistently sit correctly at a table, holding a pencil comfortably.</p> <p>Handle equipment and tools with increasing control, including pencils for writing.</p> <p>Increasingly, 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><b>Children know...</b> Know and distinguish between every capital and lower case letter.</p> <p><b>Children can...</b> Accurately form all capital letters in the alphabet.</p>
<p><b>Vocabulary</b></p>	<p>Grapheme, phoneme, GPC, word, sentence, full stop, capital letter</p>		
This area is intentionally left blank for additional notes or examples			

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Year 1			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Autumn Term		
<b>Oracy</b>	<p><b>Children know...</b> The meanings of new words they have become familiar with.</p> <p>How to use new vocabulary appropriately in spoken language.</p> <p>How to respond when they are asked a question.</p> <p><b>Children can...</b> Extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Use speech to explain, imagine and describe.</p>	<p><b>Children know...</b> The meaning of past, present and future in relation to events and actions.</p> <p>That there are lots of new words which they can explore and use.</p> <p>How to listen and respond when talking in groups.</p> <p><b>Children can...</b> Use a growing range of new vocabulary accurately in their speech.</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><b>Children know...</b> How conversations work and their role in listening and speaking in this.</p> <p>What a question is, what the purpose of asking a question is and how to formulate appropriate questions.</p> <p>Where to look for new vocabulary.</p> <p><b>Children can...</b> Listen and respond appropriately to adults and their peers in conversation.</p> <p>Ask relevant questions to extend their understanding, knowledge and vocabulary.</p> <p>Use relevant strategies to build their vocabulary e.g. reading a wide range of texts and text types.</p>
<b>Core Skills (Transcription)</b>	<p><b>Children know...</b> The GPCs they have learnt so far in the Little Wandle phonics scheme.</p> <p>How to segment words for spelling using the GPCs taught in phase 2.</p> <p><b>Children can...</b> Use their phonic knowledge to write words in ways which match their spoken sounds with increasing accuracy.</p> <p>Write some tricky words they have learnt so far.</p> <p>Begin to leave spaces between words.</p>	<p><b>Children know...</b> That sentences need spaces between words to make them clear to read.</p> <p>That sentences begin with a capital letter and end with a full stop.</p> <p>How to segment words for spelling using the GPCs taught within phase 2 and some in phase 3.</p> <p><b>Children can...</b> Spell words containing each of the GPCs taught within phase 2 and some in phase 3.</p> <p>Name the letters of the alphabet.</p>	<p><b>Children know...</b> How to spell by segmenting spoken words into phonemes and representing these by graphemes, spelling them correctly.</p> <p>How to use an adjective to describe.</p> <p>How to use co-ordination (and).</p> <p><b>Children can...</b> Join words and join clauses using 'and'. Spell some Y1 tricky words. Consistently use familiar punctuation correctly, including full stops and capital letters</p>



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	<p>Write simple sentences which can be read by themselves and others. (Some words are spelt correctly and others are phonetically plausible).</p>	<p>Begin to leave spaces between words.</p> <p>Begin to punctuate sentences using a capital letter and a full stop.</p> <p>Write a growing number of tricky words they have learnt so far.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and tricky words taught so far.</p>	
<b>Planning</b>	<p><b>Children know...</b> That they need to gather their ideas before writing.</p> <p>How to collect their thoughts and ideas using talk, pictures and simple words.</p> <p>Say out loud what they are going to write about.</p> <p><b>Children can...</b> Use simple planning techniques ahead of writing e.g. talk a sentence, draw pictures and collect words to show their ideas.</p>	<p><b>Children know...</b> How to begin to plan their ideas using simple idea maps / drawings which start to sequence their thoughts into an order.</p> <p><b>Children can...</b> Begin to use idea maps and drawing to plan their writing ideas.</p>	<p><b>Children know...</b> How to plan their ideas for writing using simple, prepared templates or formats which help them sequence their ideas according to the style of writing.</p> <p><b>Children can...</b> Use given templates for planning their writing.</p>
<b>Composition (guided writing and independent application)</b>	<p><b>Children know...</b> That there are different types of writing which they can use to communicate.</p> <p>The core skills they need to make their writing clear (see EYFS core skills).</p> <p><b>Children can...</b> Say a simple sentence aloud with the support of an adult. Compose a sentence orally before writing it.</p> <p>Begin to write simple words and phrases using their phonic learning to date.</p>	<p><b>Children know...</b> The core skills they need to make their writing clear and accurate (see EYFS summer term core skills).</p> <p>That writing is for a purpose and can be used to communicate for a range of reasons.</p> <p><b>Children can...</b> Write sentences by saying out loud what they are going to write about.</p> <p>Confidently compose a sentence orally before writing it.</p> <p>Write in clear, simple sentences to communicate meaning.</p>	<p><b>Children know...</b> The difference between different styles of writing including:</p> <ul style="list-style-type: none"> <li>- Narrative</li> <li>- Real events</li> <li>- Poetry</li> </ul> <p>The core skills they need to make their writing clear and accurate (see Year 1 working at autumn term core skills).</p> <p><b>Children can...</b> Begin to build stamina for writing by gradually increasing writing length, writing time and an increasing range of writing styles.</p> <p>Write in clear, accurate sentences to communicate meaning.</p>

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	Tell an adult what they have written by 'reading' it back.	Begin to sequence sentences to form short narratives.	Understand and write in different styles including: <ul style="list-style-type: none"> <li>- Narratives about personal experiences;</li> <li>- Real events.</li> </ul>
<b>Handwriting</b>	<p><b>Children know...</b> How to grip a pencil accurately for writing.</p> <p>How to form the graphemes for the phonemes they have learnt so far in phase 2.</p> <p><b>Children can...</b> Begin to develop the ability to sit correctly at a table, holding a pencil comfortably.</p> <p>Begin to handle equipment and tools with some control, including pencils for writing.</p>	<p><b>Children know...</b> What lower case and capital letters look like and the difference between the two.</p> <p>How to form some lower case letters in their writing; knowing where they start and where they finish.</p> <p><b>Children can...</b> Consistently sit correctly at a table, holding a pencil comfortably.</p> <p>Handle equipment and tools with increasing control, including pencils for writing.</p> <p>Attempt to form digits 0-9.</p>	<p><b>Children know...</b> Know and distinguish between most capital and lower case letters.</p> <p>That they need to use consistent letter sizes and spaces between them in writing.</p> <p><b>Children can...</b> 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 increasingly reflects the size of the letters.</p>
	<b>Emerging</b> Towards Expectations	Working <b>At Expectations</b>	<b>Exceeding</b> Expectations
<b>Spring Term</b>			
<b>Oracy</b>	<p><b>Children know...</b> In simple terms, the meaning of past, present and future in relation to simple events and actions.</p> <p>How to participate in simple conversations which involve speaking and listening.</p> <p><b>Children can...</b></p>	<p><b>Children know...</b> How to ask and answer questions to gain and give meaning and information.</p> <p>How conversations work and their role in listening and speaking in this.</p> <p><b>Children can...</b></p>	<p><b>Children know...</b> How to maintain attention and participate actively in conversation.</p> <p>An increasingly range of vocabulary which builds their understanding.</p> <p><b>Children can...</b></p>

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	<p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Speak in simple sentences to share meaning.</p>	<p>Ask questions to build on their knowledge and understanding.</p> <p>Use an increasing range of vocabulary to explain, imagine, describe and explore ideas.</p> <p>Listen and respond appropriately to adults and their peers in conversation.</p>	<p>Maintain attention and participate actively in collaborative conversations, staying on topic.</p> <p>Use spoken language accurately and confidently to develop understanding and explore ideas.</p>
<p><b>Core Skills (Transcription)</b></p>	<p><b>Children know...</b> That a sentence starts with a capital letter and ends with a full stop.</p> <p>How to consistently use their phonic knowledge for spelling in the phases they have learnt.</p> <p><b>Children can...</b> Begin to punctuate sentences using a capital letter and a full stop.</p>	<p><b>Children know...</b> How to write in clear, accurately punctuated sentences to communicate meaning.</p> <p>How to consistently use their phonic knowledge for spelling in the phases they have learnt.</p> <p>How to use co-ordination (and).</p> <p><b>Children can...</b> Write in clear, accurate sentences which show finger spaces between words, accurate, simple punctuation and phonetically plausible spelling.</p> <p>Begin to join words and join clauses using 'and'.</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><b>Children know...</b> How to use the punctuation they have learnt so far, including full stops, question marks and possibly commas in lists.</p> <p>How to use subordination (because).</p> <p>How to use an adjective to expand a sentence to describe and specify.</p> <p>How to spell an increasing number of Y1 tricky words.</p> <p><b>Children can...</b> Use the punctuation they have learnt so far with increasing accuracy, including full stops, question marks and possibly commas in lists.</p> <p>Use subordination (because).</p> <p>Use an adjective to expand a sentence to describe and specify.</p> <p>Spell an increasing number of Y1 tricky words.</p>
<p><b>Planning</b></p>	<p><b>Children know...</b></p> <p>How to begin to plan their ideas using simple idea maps / drawings which start to sequence their thoughts into an order.</p> <p><b>Children can...</b></p>	<p><b>Children know...</b></p> <p>How to plan their ideas for writing using simple, prepared templates or formats which help them sequence their ideas according to the style of writing.</p> <p><b>Children can...</b> Use given templates for planning their writing.</p>	<p><b>Children know...</b></p> <p>How to plan their ideas for writing using a preferred template or style to suit the writing style.</p> <p><b>Children can...</b> Plan their ideas for writing; selecting their preferred planning format or style from given examples.</p>

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### Writing Knowledge and Skills Progression

	Begin to use idea maps and drawing to plan their writing ideas.		
<b>Composition (guided writing and independent application)</b>	<p><b>Children know...</b></p> <p>The core skills they need to make their writing clear and accurate (see EYFS summer term core skills).</p> <p>That writing is for a purpose and can be used to communicate for range of reasons.</p> <p>How to read their own writing aloud for someone else.</p> <p><b>Children can...</b></p> <p>Confidently compose a sentence orally before writing it.</p> <p>Write in simple sentences to communicate meaning.</p> <p>Begin to write a collection of related simple sentences.</p> <p>Begin to read a simple sentence that they have written aloud, clearly enough to be heard.</p>	<p><b>Children know...</b></p> <p>The core skills they need to make their writing clear and accurate (see Year 1 autumn term core skills).</p> <p>That writing can be made up of a series of sentences.</p> <p><b>Children can...</b></p> <p>Write in clear, accurate sentences to communicate meaning.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Begin to sequence sentences to form short narratives.</p> <p>Discuss what they have written.</p> <p>Read their writing aloud, clearly enough to be heard.</p>	<p><b>Children know...</b></p> <p>That writing is a valuable life skill that will positively impact their lives!</p> <p>That there are different styles of writing that they can explore including:</p> <ul style="list-style-type: none"> <li>- Narrative;</li> <li>- Real events;</li> <li>- Poetry.</li> </ul> <p>How to re-read to check for sense in writing.</p> <p><b>Children can...</b></p> <p>Demonstrate a positive attitude towards writing in a range of contexts and for a range of purposes.</p> <p>Develop good stamina for writing.</p> <p>Understand and write in different styles including:</p> <ul style="list-style-type: none"> <li>- Narratives about personal experiences and those of others (real and fictional);</li> <li>- Real events;</li> <li>- Poetry;</li> <li>- Writing for different purposes.</li> </ul> <p>Reread to check that their writing makes sense (including tense).</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>
<b>Handwriting</b>	<p><b>Children know...</b></p> <p>What lower case and capital letters look like and the difference between the two.</p>	<p><b>Children know...</b></p> <p>Know and distinguish between most capital and lower case letters.</p>	<p><b>Children know...</b></p> <p>Know and distinguish between every capital and lower case letter.</p>

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### Writing Knowledge and Skills Progression

	<p>How to form some lower case letters in their writing; knowing where they start and where they finish.</p> <p><b>Children can...</b> Consistently sit correctly at a table, holding a pencil comfortably.</p> <p>Handle equipment and tools with increasing control, including pencils for writing.</p> <p>Attempt to form digits 0-9.</p>	<p>That they need to use consistent letter sizes and spaces between them in writing.</p> <p><b>Children can...</b> Begin to 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 increasingly reflects the size of the letters.</p>	<p>That the relationship between the shape and size of letters and spacing between them matters in handwriting.</p> <p><b>Children can...</b> More frequently, 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 consistently reflects the size of the letters.</p>
	<b>Emerging</b> Towards Expectations	<b>Working At Expectations</b>	<b>Exceeding</b> Expectations
<b>Summer Term</b>			
<b>Oracy</b>	<p><b>Children know...</b> How to ask and answer questions to gain and give meaning and information.</p> <p>How conversations work and their role in listening and speaking in this.</p> <p><b>Children can...</b> Ask questions to build on their knowledge and understanding.</p> <p>Use an increasing range of vocabulary to explain, imagine, describe and explore ideas.</p> <p>Listen and respond appropriately to adults and their peers in conversation.</p>	<p><b>Children know...</b> How to maintain attention and participate actively in conversation.</p> <p>An increasingly range of vocabulary which builds their understanding.</p> <p><b>Children can...</b> Maintain attention and participate actively in collaborative conversations, staying on topic.</p> <p>Use spoken language accurately and confidently to develop understanding and explore ideas.</p>	<p><b>Children know...</b> How to speak audibly and fluently with an increasing command of Standard English.</p> <p><b>Children can...</b> Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>
<b>Core Skills (Transcription)</b>	<p><b>Children know...</b> How to write in clear, accurately punctuated sentences to communicate meaning.</p> <p>How to consistently use their phonic knowledge for spelling in the phases they have learnt.</p> <p>How to use co-ordination (and).</p>	<p><b>Children know...</b> How to use the punctuation they have learnt so far, including full stops, question marks and possibly commas in lists.</p> <p>How to use subordination (because).</p> <p>How to use an adjective to expand a sentence to describe and specify.</p>	<p><b>Children know...</b> What a prefix and suffix is.</p> <p>How to add prefixes and suffixes using the spelling rule for adding -s or -es and using the prefix un- where no change is needed to the root word.</p>

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### Writing Knowledge and Skills Progression

	<p><b>Children can...</b> Write in clear, accurate sentences which show finger spaces between words, accurate, simple punctuation and phonetically plausible spelling.</p> <p>Begin to join words and join clauses using 'and'.</p>	<p>How to spell an increasing number of Y1 tricky words.</p> <p><b>Children can...</b> Use the punctuation they have learnt so far with increasing accuracy, including full stops, question marks and possibly commas in lists.</p> <p>Use subordination (because).</p> <p>Use an adjective to expand a sentence to describe and specify. Spell an increasing number of Y1 tricky words.</p> <p>Use a capital letter for names of people and the personal pronoun 'I'.</p>	<p>How to spell tricky words and the strategies they can use.</p> <p>What an apostrophe is and how to use it in the contracted form.</p> <p><b>Children can...</b> Add prefixes and suffixes using the spelling rule for adding -s or -es and using the prefix un-.</p> <p>Spell most Y1 tricky words and some Y2 tricky words.</p> <p>Spell some words with contracted forms e.g. I'm. Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation outlined within Year 1 and some within Year 2.</p>
<b>Planning</b>	<p><b>Children know...</b> How to plan their ideas for writing using simple, prepared templates or formats which help them sequence their ideas according the style of writing.</p> <p><b>Children can...</b> Use given templates for planning their writing.</p>	<p><b>Children know...</b> How to plan their ideas for writing using a preferred template or style to suit the writing style.</p> <p><b>Children can...</b> Plan their ideas for writing; selecting their preferred planning format or style from given examples.</p>	
<b>Composition (guided writing and independent application)</b>	<p><b>Children know...</b> The core skills they need to make their writing clear and accurate (see Year 1 autumn term core skills).</p> <p>That writing can be made up of a series of sentences.</p> <p><b>Children can...</b> Write in clear, accurate sentences to communicate meaning.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Begin to sequence sentences to form short narratives.</p>	<p><b>Children know...</b> That writing is a valuable life skill that will positively impact their lives!</p> <p>That there are different styles of writing that they can explore including:</p> <ul style="list-style-type: none"> <li>- Narrative;</li> <li>- Real events;</li> <li>- Poetry.</li> </ul> <p>How to re-read to check for sense in writing.</p> <p><b>Children can...</b> Demonstrate a positive attitude towards writing in a range of contexts and for a range of purposes.</p>	<p><b>Children know...</b> That writing is a valuable life skill that will positively impact their lives! How to read their writing back to check for sense and accuracy.</p> <p><b>Children can...</b> Demonstrate a positive attitude towards writing in a range of contexts and for a range of purposes.</p> <p>Develop good stamina for writing.</p> <p>Understand and write in different styles including:</p> <ul style="list-style-type: none"> <li>- Narratives about personal experiences and those of others (real and fictional);</li> </ul>

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### Writing Knowledge and Skills Progression

	<p>Discuss what they have written.</p> <p>Read their writing aloud, clearly enough to be heard.</p>	<p>Develop good stamina for writing.</p> <p>Understand and write in different styles including:</p> <ul style="list-style-type: none"> <li>- Narratives about personal experiences and those of others (real and fictional);</li> <li>- Real events;</li> <li>- Poetry;</li> <li>- Writing for different purposes.</li> </ul> <p>Reread to check that their writing makes sense (including tense).</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>	<ul style="list-style-type: none"> <li>- Real events;</li> <li>- Poetry;</li> <li>- Writing for different purposes.</li> </ul> <p>Reread to check that their writing makes sense (including tense).</p>
<b>Handwriting</b>	<p><b>Children know...</b> Know and distinguish between most capital and lower case letters.</p> <p>That they need to use consistent letter sizes and spaces between them in writing.</p> <p><b>Children can...</b> Begin to 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 increasingly reflects the size of the letters.</p>	<p><b>Children know...</b> Know and distinguish between every capital and lower case letter.</p> <p>That the relationship between the shape and size of letters and spacing between them matters in handwriting.</p> <p><b>Children can...</b> More frequently, 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 consistently reflects the size of the letters.</p>	<p><b>Children know...</b> That the size of letters is important to ensure writing is legible to the reader and to be read back.</p> <p>The difference between upper and lower case letters. The importance to spacing between words for sense in writing.</p> <p><b>Children can...</b> Form lower-case letters of the correct size relative to one another. 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.</p>
<b>Vocabulary</b>	GPC, grapheme, phoneme, digraph, trigraph, split digraph, letter, capital letter, word, plural, sentence, punctuation, full stop, question mark, exclamation mark		

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### Writing Knowledge and Skills Progression

Year 2			
Knowledge and Skills Area	Emerging Towards Expectations	Working At Expectations	Exceeding Expectations
	Autumn Term		
<b>Oracy</b>	<p><b>Children know...</b> How to maintain attention and participate actively in conversation.</p> <p>An increasingly range of vocabulary which builds their understanding.</p> <p><b>Children can...</b> Maintain attention and participate actively in collaborative conversations, staying on topic.</p> <p>Use spoken language accurately and confidently to develop understanding and explore ideas.</p>	<p><b>Children know...</b> How to speak audibly and fluently with an increasing command of Standard English.</p> <p><b>Children can...</b> Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p><b>Children know...</b> How to use relevant strategies to build their vocabulary. How to articulate and justify answers, arguments and opinions.</p> <p>How to describe, explain and narrate for a range of purposes.</p> <p><b>Children can...</b> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>
<b>Core Skills (Transcription)</b>	<p><b>Children know...</b> How to use the punctuation they have learnt so far, including full stops, question marks and possibly commas in lists.</p> <p>How to use subordination (because).</p> <p>How to use an adjective to expand a sentence to describe and specify.</p> <p>How to spell an increasing number of Y1 tricky words.</p> <p>Use a capital letter for names of people and the personal pronoun 'I'.</p> <p><b>Children can...</b> Spell by segmenting spoken words into phonemes and representing these by graphemes (from those they have already learnt); spelling some correctly.</p> <p>Spell an increasing number of Y1 tricky words.</p>	<p><b>Children know....</b> What a prefix and suffix is.</p> <p>How to add prefixes and suffixes using the spelling rule for adding -s or -es and using the prefix un- where no change is needed to the root word.</p> <p>How to spell tricky words and the strategies they can use.</p> <p>What an apostrophe is and how to use it in the contracted form.</p> <p><b>Children can...</b> Add prefixes and suffixes using the spelling rule for adding -s or -es and using the prefix un-.</p> <p>Spell most Y1 tricky words and some Y2 tricky words.</p> <p>Spell some words with contracted forms e.g. I'm.</p>	<p><b>Children know...</b> An increasing range of prefixes and suffixes and understand how to add them.</p> <p>And securely understand the contracted form.</p> <p><b>Children can...</b> Add suffixes using the spelling rule for using -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>Begin to add suffixes to spell longer words including -ment, -ness and -less.</p> <p>Write from memory a growing range of sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spell more words with contracted forms.</p>



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### Writing Knowledge and Skills Progression

	<p>Use both familiar and new punctuation correctly, including full stops, capital letters and question marks.</p> <p>Use an adjective to expand a sentence to describe and specify.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation outlined within Year 1 and some within Year 2.</p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes (from those they have already learnt), spelling increasing numbers correctly.</p>	
<b>Planning</b>	<p><b>Children know...</b> How to plan their ideas for writing using simple, prepared templates or formats which help them sequence their ideas according to the style of writing.</p> <p><b>Children can...</b> Use given templates for planning their writing.</p>	<p><b>Children know...</b> How to plan their ideas for writing using a preferred template or style to suit the writing style.</p> <p><b>Children can...</b> Plan their ideas for writing; selecting their preferred planning format or style from given examples.</p>	<p><b>Children know...</b> How to plan their ideas for writing using a range of formats and styles of their own choosing.</p> <p>What they will need to make a plan for writing e.g. vocabulary, sequence, content etc... according to the style of writing.</p> <p><b>Children can...</b> Plan what they are going to write about with clear and appropriate intent for their writing.</p> <p>Write down ideas and/or key words they will use in their writing, including new vocabulary.</p>
<b>Composition (guided writing and independent application)</b>	<p><b>Children know...</b> That they are writers!</p> <p><b>Children can...</b> Demonstrate a positive attitude towards writing.</p> <p>Begin to build stamina for writing by gradually increasing writing at length.</p> <p>Begin to write in an increasing range of styles including narrative, real events and personal experiences.</p> <p>Talk what they want to say, sentence by sentence. Reread to check that each sentence in their writing makes sense.</p>	<p><b>Children know...</b> That writing is a valuable life skill that will positively impact their lives! How to read their writing back to check for sense and accuracy.</p> <p><b>Children can...</b> Demonstrate a positive attitude towards writing in a range of contexts and for a range of purposes.</p> <p>Develop good stamina for writing.</p> <p>Understand and write in different styles including:</p> <ul style="list-style-type: none"> <li>- Narratives about personal experiences and those of others (real and fictional);</li> </ul>	<p><b>Children know...</b> That writing is a valuable life skill and how it will impact their learning wider life as a skill.</p> <p><b>Children know...</b> The key features and purposes of a range of writing styles and types (see below).</p> <p>How to proof read and edit their writing to improve accuracy and content.</p> <p><b>Children can...</b> Apply their knowledge and understanding of 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> </ul>

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### Writing Knowledge and Skills Progression

		<ul style="list-style-type: none"> <li>- Real events;</li> <li>- Poetry;</li> <li>- Writing for different purposes.</li> </ul> <p>Reread to check that their writing makes sense (including tense).</p>	<ul style="list-style-type: none"> <li>- writing poetry;</li> <li>- writing for different purposes</li> </ul> <p>Encapsulating what they want to say, sentence by sentence.</p> <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> </ul>
<b>Handwriting</b>	<p><b>Children know...</b> Know and distinguish between most capital and lower case letters.</p> <p>That the relationship between the shape and size of letters and spacing between them matters in handwriting.</p> <p><b>Children can...</b> More frequently, 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 consistently reflects the size of the letters.</p>	<p><b>Children know...</b> That the size of letters is important to ensure writing is legible to the reader and to be read back.</p> <p>The difference between upper and lower case letters. The importance to spacing between words for sense in writing.</p> <p><b>Children can...</b> Form lower-case letters of the correct size relative to one another. 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.</p>	<p><b>Children know...</b> How to apply the knowledge and skills of handwriting acquired during earlier phases of learning.</p> <p><b>Children can...</b> Increase the legibility, consistency and quality of their handwriting.</p>
<b>Spring Term</b>			
<b>Oracy</b>	<p><b>Children know...</b> How to speak audibly and fluently with an increasing command of Standard English.</p> <p><b>Children can...</b></p>	<p><b>Children know...</b> How to use relevant strategies to build their vocabulary. How to articulate and justify answers, arguments and opinions.</p>	<p><b>Children know...</b> How to participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p><b>Children can...</b></p>

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### Writing Knowledge and Skills Progression

	<p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p>	<p>How to describe, explain and narrate for a range of purposes.</p> <p><b>Children can...</b> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p>Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>
<p><b>Core Skills (Transcription)</b></p>	<p><b>Children know....</b> What a prefix and suffix is.</p> <p>How to add prefixes and suffixes using the spelling rule for adding -s or -es and using the prefix un- where no change is needed to the root word.</p> <p>How to spell tricky words and the strategies they can use.</p> <p>What an apostrophe is and how to use it in the contracted form.</p> <p><b>Children can...</b></p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es and using the prefix un-.</p> <p>Spell most Y1 tricky words and some Y2 tricky words.</p> <p>Spell some words with contracted forms e.g. I'm.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, tricky words and punctuation outlined within Year 1 and some within Year 2.</p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes (from those</p>	<p><b>Children know...</b> An increasing range of prefixes and suffixes and understand how to add them.</p> <p>And securely understand the contracted form.</p> <p><b>Children can...</b> Add suffixes using the spelling rule for using -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>Begin to add suffixes to spell longer words including -ment, -ness and -less.</p> <p>Write from memory a growing range of sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spell more words with contracted forms.</p>	<p><b>Children know....</b> 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. How to use the possessive apostrophe (singular) [for example, the girl's book]</p> <p><b>Children can...</b></p> <p>Distinguish between homophones and near-homophones.</p> <p>Add further suffixes to spell longer words, including -ful, and, -ly.</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>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>

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### Writing Knowledge and Skills Progression

	they have already learnt), spelling increasing numbers correctly.		
<b>Planning</b>	<p><b>Children know...</b> How to plan their ideas for writing using a preferred template or style to suit the writing style.</p> <p><b>Children can...</b> Plan their ideas for writing; selecting their preferred planning format or style from given examples.</p>	<p><b>Children know...</b> How to plan their ideas for writing using a range of formats and styles of their own choosing.</p> <p>What they will need to make a plan for writing e.g. vocabulary, sequence, content etc... according to the style of writing.</p> <p><b>Children can...</b> Plan what they are going to write about with clear and appropriate intent for their writing.</p> <p>Write down ideas and/or key words they will use in their writing, including new vocabulary.</p>	<p><b>Children can...</b> 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>
<b>Composition (guided writing and independent application)</b>	<p><b>Children know...</b> That writing is a valuable life skill that will positively impact their lives! How to read their writing back to check for sense and accuracy.</p> <p><b>Children can...</b> Demonstrate a positive attitude towards writing in a range of contexts and for a range of purposes.</p> <p>Develop good stamina for writing.</p> <p>Understand and write in different styles including:</p> <ul style="list-style-type: none"> <li>- Narratives about personal experiences and those of others (real and fictional);</li> <li>- Real events;</li> <li>- Poetry;</li> <li>- Writing for different purposes.</li> </ul> <p>Reread to check that their writing makes sense (including tense).</p>	<p><b>Children know...</b> That writing is a valuable life skill and how it will impact their learning wider life as a skill.</p> <p>The key features and purposes of a range of writing styles and types (see below).</p> <p>How to proof read and edit their writing to improve accuracy and content.</p> <p><b>Children can...</b> Apply their knowledge and understanding of 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><b>Children know...</b> The key features of a range of writing styles and genres.</p> <p>The key writing devices for a particular type of writing.</p> <p>A wide range of vocabulary that they can use in their own writing.</p> <p>How to evaluate the effectiveness of their writing.</p> <p><b>Children can...</b> 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>Progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p>

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### Writing Knowledge and Skills Progression

		<p>Encapsulating what they want to say, sentence by sentence.</p> <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> </ul>	<p>Read their own writing aloud to a group or the whole class with appropriate intonation to make the meaning clear.</p>
<b>Handwriting</b>	<p><b>Children know...</b> That the size of letters is important to ensure writing is legible to the reader and to be read back.</p> <p>The difference between upper and lower case letters.</p> <p>The importance to spacing between words for sense in writing.</p> <p><b>Children can...</b> Form lower-case letters of the correct size relative to one another. 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.</p>	<p><b>Children know...</b> How to apply the knowledge and skills of handwriting acquired during earlier phases of learning.</p> <p><b>Children can...</b> Increase the legibility, consistency and quality of their handwriting.</p>	<p><b>Children know...</b> How to join letters using diagonal and horizontal strokes.</p> <p><b>Children can...</b> 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>
<b>Summer Term</b>			
<b>Oracy</b>	<p><b>Children know...</b> How to use relevant strategies to build their vocabulary.</p>	<p><b>Children know...</b> How to participate in discussions, presentations, performances, role play, improvisations and debates.</p>	<p><b>Children know...</b> How to use a range of language in a wide variety of situation for a variety of audiences.</p>

## Nyewood CE Infant School

### Writing Knowledge and Skills Progression

	<p>How to articulate and justify answers, arguments and opinions.</p> <p>How to describe, explain and narrate for a range of purposes.</p> <p><b>Children can...</b> Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p>	<p><b>Children can...</b> Gain, maintain and monitor the interest of the listener(s).</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</p> <p>Select and use appropriate registers for effective communication.</p>	<p><b>Children can...</b> Use their acquired language in a range of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.</p>
<p><b>Core Skills (Transcription)</b></p>	<p><b>Children know...</b> An increasing range of prefixes and suffixes and understand how to add them.</p> <p>And securely understand the contracted form.</p> <p><b>Children can...</b> Add suffixes using the spelling rule for using –ing, –ed, –er and –est where no change is needed in the spelling of root words.</p> <p>Begin to add suffixes to spell longer words including –ment, –ness and –less.</p> <p>Write from memory a growing range of sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Spell more words with contracted forms.</p>	<p><b>Children know...</b> 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>How to use the possessive apostrophe (singular) [for example, the girl's book]</p> <p><b>Children can...</b> Distinguish between homophones and near-homophones.</p> <p>Add further suffixes to spell longer words, including –ful, and, –ly.</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>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p><b>Children know...</b> How to use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Know how to use the possessive apostrophe in regular and non-regular plurals.</p> <p>Write from memory a growing range of sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p><b>Children can...</b> Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</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>Begin to use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Begin to use fronted adverbials.</p>

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<p style="text-align: center;"><b>Planning</b></p>	<p><b>Children know...</b> How to plan their ideas for writing using a range of formats and styles of their own choosing.</p> <p>What they will need to make a plan for writing e.g. vocabulary, sequence, content etc... according to the style of writing.</p> <p><b>Children can...</b> Plan what they are going to write about with clear and appropriate intent for their writing.</p> <p>Write down ideas and/or key words they will use in their writing, including new vocabulary.</p>	<p><b>Children can...</b> 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>Use and punctuate direct speech.</p> <p><b>Children know...</b> How to use writing of a similar style to support the planning of their writing.</p> <p><b>Children can...</b> Plan their writing by:</p> <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</li> <li>- discussing and recording ideas.</li> </ul>
<p style="text-align: center;"><b>Composition (guided writing and independent application)</b></p>	<p><b>Children know...</b> That writing is a valuable life skill and how it will impact their learning wider life as a skill.</p> <p>The key features and purposes of a range of writing styles and types (see below).</p> <p>How to proof read and edit their writing to improve accuracy and content.</p> <p><b>Children can...</b> Apply their knowledge and understanding of 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>Encapsulating what they want to say, sentence by sentence.</p>	<p><b>Children know...</b> The key features of a range of writing styles and genres.</p> <p>The key writing devices for a particular type of writing.</p> <p>A wide range of vocabulary that they can use in their own writing.</p> <p>How to evaluate the effectiveness of their writing.</p> <p><b>Children can...</b> 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>Progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p><b>Children know...</b> How to compose and rehearse their writing, building on their varied and rich vocabulary and range of known sentence structures.</p> <p>How to organise their writing in paragraphs.</p> <p>How to create settings, characters and plots in detail with clear intent.</p> <p><b>Children can...</b> Organise paragraphs around a theme.</p> <p>When reading writing aloud, use appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Propose changes to their grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p>

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	<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> </ul>	<p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Read their own writing aloud to a group or the whole class with appropriate intonation to make the meaning clear.</p>	
<b>Handwriting</b>	<p><b>Children know...</b> How to apply the knowledge and skills of handwriting acquired during earlier phases of learning.</p> <p><b>Children can...</b> Increase the legibility, consistency and quality of their handwriting.</p>	<p><b>Children know...</b> How to use some of the diagonal and horizontal strokes in joined handwriting.</p> <p><b>Children can...</b> 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><b>Children can...</b> Increase the legibility, consistency and quality of their handwriting for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
<b>Vocabulary</b>	<p>Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past present, apostrophe, comma, conjunction, prefix, direct speech, inverted commas (speech marks), consonant, vowel</p>		