

Writing Progression of Skills and Knowledge

	Reception	Year 1	Year 2
Phonics & Spelling rules	<ul style="list-style-type: none"> Continue to develop phonological awareness (phase 1) Learn the phoneme/grapheme correspondence for all of the set 1 sounds (RWI) Begin to break the flow of speech into words, to hear and say the initial sound in words Start to segment the sounds in words 	<p>NC Ref: Pupils should be taught to: spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>NC Ref: Pupils should be taught to: spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning 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 learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near-homophones add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with the letter/s 	<ul style="list-style-type: none"> Know all letters of the alphabet and the sounds which they most commonly represent Recognise consonant digraphs which have been taught and the sounds which they represent 	<ul style="list-style-type: none"> To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

		<ul style="list-style-type: none"> • Recognise vowel digraphs which have been taught and the sounds which they represent • Recognise words with adjacent consonants. • Accurately spell most words containing the 40+ previously taught phonemes and GPCs • Spell some words in a phonically plausible way, even if sometimes incorrect • Apply Y1 spelling rules and guidance • Spell most Y1 common exception words and days of the week accurately 	<ul style="list-style-type: none"> • To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight) • To apply further Y2 spelling rules and guidance
Handwriting	<ul style="list-style-type: none"> • Show a preference for a dominant hand • Begin to use anticlockwise movement and retrace vertical lines • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Begin to make letter-type shapes to represent the initial sound of their name and other familiar words • Begins to form recognisable letters independently • Forms lower-case and capital letters correctly 	<p>NC Ref: Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these 	<p>NC Ref: Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • 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 • 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
	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<p>Write lower case and capital letters and digits in the correct direction, starting and finishing in the right place</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Form lower case letters of the correct size, relative to one another</p>

	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed 	<p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. Sit correctly at a table, holding a pencil comfortably and correctly Use spacing between words</p>	<p>Use spacing between words that reflects the size of the letters Begin to use the diagonal and horizontal strokes needed to join letters.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing: Composition</p>	<ul style="list-style-type: none"> • Enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Give meaning to the marks they make as they draw and write • identifying letters and writing recognisable letters in sequence, such as in their own name, discriminating the place that sounds appear in words • Use their developing phonic knowledge to write things such as labels and captions • Write short sentences with words with known sound-letter correspondences. 	<p>NC Ref: Pupils should be taught to: write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • NC Ref: Pupils should be taught to: • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear

- Write own name and other things such as labels and captions
- Write simple phrases and sentences that can be read by others
- Invent, adapt and recount narratives and stories with peers and teachers
- Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

- Say aloud what they are going to write about
- Write sentences in order to complete short narratives and non-fiction texts, sometimes sequenced
- Use some adjectives to describe
- Write simple sentences that make sense
- Begin to start sentences in different ways
- Words and clauses are beginning to be joined by 'and'
- Reread their writing to check that it makes sense and make suggested changes with some support
- Compose a sentence orally before writing it
- Read writing aloud clearly enough to be heard by their peers and the teacher

Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary
Write simple, coherent narratives about personal experiences and those of others (real or fiction)
Write about real events, recording these simply and clearly
Write simple poetry
Use co-ordination e.g. or/and/but and some subordination e.g. when/if/that/because to join clauses
Reread to check that their writing makes sense and that the correct tense is used throughout.
Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils

Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> • Read their work to others • Begin to use a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p>NC Ref: Pupils should be taught to: develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using 'and' • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English appendix 2 • use the grammatical terminology in English (English appendix 2) in discussing their writing 	<p>NC Ref: Pupils should be taught to: develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently, including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English appendix 2 • some features of written Standard English • use and understand the grammatical terminology in (English appendix 2 in discussing their writing
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	<ul style="list-style-type: none">• Write some irregular common words.	<ul style="list-style-type: none">• To use –s and –es to form regular plurals correctly• To use the prefix ‘un’• To add suffixes –ing, -ed, -er and –est to root words (with no change to the root word)• Use capital letters for names, places, the days of the week and the personal pronoun ‘I’• Use finger spaces• Use full stops to end sentences• Begin to use question marks and exclamation marks• Can spell CVC words• Can make phonetically plausible attempts at more complex words• Use the joining word (conjunction) ‘and’ to link ideas and sentences.	<p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks when required</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</p> <p>Spell many common exception words correctly</p> <p>Use some subordination (when/if/that/because)</p> <p>Use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>
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