



Progress in Writing: Early Years Foundation Stage & Key Stage 1

We believe that oracy and writing go hand in hand. We ensure that children are given the opportunity to write from experience, to discuss and dramatise their ideas and to collaborate with others. We also believe that reading and writing are intrinsically linked and we aim to foster a love of reading, for a range of purposes and for pleasure, from a young age. Writing tasks will begin with a creative input, with opportunities for talk or to note ideas down in the first instance. This creative process is enhanced by the use of new technologies to allow children to create multimedia texts and to explore the world of film and digital media. Teachers model writing and share aspirational examples before allowing the children the space and time to write independently. As children progress through their writing journey, they are given increased ownership over editing their finished pieces and they are actively encouraged to make ambitious grammatical and linguistic choices. New terminology is introduced as an integral part of English lessons and the skills of transcription, grammatical and phonological awareness are planned for and taught discretely, as appropriate.

Skill	Year R	Year 1	Year 2
Terminology	Examples: author, illustrator, top line, bottom line, first letter, last letter, trigraph, label.	Letter, capital letter word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark.	Noun, noun phrase, statement, question, exclamation, question, command, compound, suffix, adverb, verb, tense (past and present), apostrophe, comma.
Text	Identify layout features in reading and name key features (e.g. author, blurb, title).	Include spaces between words. Write lists, labels and captions. Use the title to predict the content of a book when reading.	Use headings & subheadings in reading to navigate a text.
	Speaking: They develop their own narratives and explanations by connecting ideas or events. Match short sentences or captions to a series of several pictures	Sequence sentences to form short narratives.	Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Correct choice and consistent use of tense throughout writing.

<p>Sentence</p>	<p>Reading: Children read and understand simple sentences.</p> <p>Writing: They write simple sentences which can be read by themselves and others.</p>	<p>Understand how words combine to make sentences.</p> <p>Read age-appropriate books fluently, e.g. using punctuation to convey meaning (for example reorder a cut-up sentence based on the book).</p> <p>Understand and orally use a variety of grammatical structures.</p>	<p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type.</p> <p>Use expanded noun phrases for description and specification (e.g. The blue butterfly, plain flour, the man in the moon).</p> <p>Add more information to a sentence through using adverbs ending in –ly, e.g. She walked quickly.</p>
	<p>Speaking: Children develop their own narratives and explanations by connecting ideas or events.</p> <p>Beginning to use more complex sentences to link thoughts, e.g. using 'and', 'because'.</p>	<p>Join words and join clauses using 'and'. Use 'because' orally to develop reasoning and justify, e.g. in reading and science; spell as a Common Exception Word.</p> <p>Use orally, read and spell the words (as part of phonics programme): when, if, that, but, or</p>	<p>Use subordination (using conjunctions such as when, if, that, because) and coordination (using and, but, or).</p>
	<p>Speaking: They develop their own narratives and explanations by connecting ideas or events.</p> <p>Speaking: They 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 use a few time words to aid sequencing e.g. first, next, one day (to be formally introduced as adverbs to indicate time in year 3).</p> <p>Spell the words (as part of phonics programme): first, next, then, one day.</p> <p>Use present tense e.g. She helps the boy.</p>	<p>Use a range of time words to aid sequencing e.g. first, next, then, finally (to be formally introduced as adverbs to indicate time in year 3)</p> <p>Use present progressive: She is helping the boy. Use past progressive: She was helping the boy.</p>
	<p>Read words with simple suffixes, for example –ed, -ing and –s, both in phonics and text reading.</p> <p>Spell simple words with the suffixes –ing and –s.</p>	<p>Use past tense e.g. She helped the boy.</p> <p>Add the endings –ing, -ed and – er to verbs where no change is needed to the root word (also see 'Verbs' section below).</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, – er and –est endings (Y1 stat req) by being helped to build on the root words that they can read already (Y1 non-stat guidance).</p>	

Punctuation	Read and understand some contracted words (e.g. I'm) and singular possession (e.g. Jip's cat) in context.	Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s). Spell some contracted words, as part of Common Exception Words.	Use apostrophes to mark where letters are missing in spelling. Use apostrophes to mark singular possession in nouns (for example, the girl's name).
	Show awareness of punctuation in reading and begin to use full stops in writing. Identify capital letters and full stops.	Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Use capital letters for names & the personal pronoun I. Compose sentence orally before writing it.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Learn how to use both familiar and new punctuation accurately.
	Understand the concept of a word. Read word by word (one to one correspondence).	Separate words with spaces. Know to use capital letters for proper nouns e.g. days of the week, places and people's names.	Use commas to separate items in a list. Accurately use capital letters for proper nouns e.g. days of the week, places and people's names.
Understanding how grammar influences word formation	Form words that are plural nouns by adding '-s'.	Spell regular plural noun suffixes (e.g. dog>dogs, wish>wishes). Write proper nouns with capitals (e.g. days of week, names). Read words containing -s, -es, endings (including change to root).	Form nouns using suffixes such as -ment, -tion, -ness, -er (e.g. enjoyment, action, fitness, baker). Form nouns by compounding (for example, whiteboard, superman).
	Form words that are adjectives by adding '-er' (longer, thicker), or verbs by adding '-ing' (quacking, going).	Spell suffixes that can be added to verbs where no change is needed in the spelling (e.g. helping, helped, helper). Understand how the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat). Read words containing -s, -es, -ing, -ed, -er and -est endings (including change to root).	Spell adjectives using suffixes such as -ful, -less. Use the suffixes -er, -est in adjectives. Use -ly in Standard English to turn adjectives into adverbs. Use knowledge of adjectives when making correct choice of spelling, e.g. adjectives which end in /l/ sound are mostly spelt '-al'.
	Writing: They write simple sentences which can be read by themselves and others.	Read back words they have spelt.	Use some features of written Standard English.

	<p>Spell some Common Exception Words accurately.</p> <p>Speaking: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Misspellings of words that pupils have been taught to spell should be corrected.</p> <p>Spell Common Exception Words accurately.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Spell the words: was, were, are, am.</p>	<p>Make correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Re -read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>
Handwriting	<p>Sits correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begins to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top.</p> <p>Forms digits 0-9.</p>	<p>Forms capital letters.</p> <p>Understands which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways).</p> <p>Makes distinctions in most writing between ascenders and descenders and other 'between the line' letters.</p> <p>Clearly distinguishes between similar looking letters, e.g. h/n, a/g, a/e etc</p>	<p>Forms lower-case letters of the correct orientation and size relative to one another.</p> <p>Has begun to use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left un-joined.</p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Uses spacing between words that reflects the size of the letters</p>