



Writing Progression of Knowledge and Skills

	EYFS	Year 1	Year 2
<p>Writing</p> <p>Spelling – see phonics long and medium term plan</p>	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Early Learning Goal: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Spell: Words containing each of the 40+ phonemes already taught Common exception words The days of the week Name the letters of the alphabet: To name the letters of the alphabet in order To use letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs To use the prefix un– To use –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) 	<ul style="list-style-type: none"> Spell by: Segment spoken words into phonemes and representing these by graphemes, spelling many correctly. To learn 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 To learn to spell common exception words To learn to spell more words with contracted forms To learn the possessive apostrophe (singular) for example, the girl’s book. To distinguish between homophones and near-homophones To add suffixes to spell longer words, e.g. –ment, –ness, –ful, –less, –ly To apply spelling rules and guidelines, as listed in Year 2 To write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.
<p>Writing Composition</p>	<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. To write own name and other things such as labels, captions. To attempt to write short sentences in meaningful contexts. Early Learning Goal: Literacy (Writing) Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> Write sentences by: To say out loud what they are going to write about To compose a sentence orally before writing it To sequence sentences to form short narratives To re-read what they have written to check that it makes sense To discuss what they have written with the teacher or other pupils To read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> To develop positive attitudes towards and stamina for writing by: To write narratives about personal experiences and those of others (real and fictional) To write about real events To write poetry To write for different purposes Consider what they are going to write before beginning by: To plan or say out loud what they are going to write about To write down ideas and/or key words, including new vocabulary To encapsulate what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: To evaluate their writing with the teacher and other pupils To re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently

			<ul style="list-style-type: none"> To proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) To read aloud what they have written with appropriate intonation to make the meaning clear.
Writing Vocab, grammar and punctuation		<ul style="list-style-type: none"> Develop their understanding of the concepts set out by: To leave spaces between words To join words and joining clauses using and To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' To use the grammatical terminology in discussing their writing. 	<ul style="list-style-type: none"> 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 Learning how to use sentences with different forms: statement, question, exclamation, command Expanded noun phrases to describe and specify, e.g. 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) Use and understand the grammatical terminology in discussing their writing
Handwriting	<ul style="list-style-type: none"> Physical development (PD): Develop the foundations of a handwriting style which is fast, accurate and efficient. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. <p>ELG: PD (Fine Motor Skills) - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<ul style="list-style-type: none"> To sit correctly at a table, holding a pencil comfortably and correctly To begin to form lower-case letters in the correct direction, starting and finishing in the right place To begin to distinguish ascenders and descenders. To form capital letters To form digits 0-9 To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these. 	<ul style="list-style-type: none"> To form lower-case letters of the correct size relative to one another To 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 To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters To use spacing between words that reflects the size of the letters.

How we will implement Writing at Hetts Lane

- Daily phonics lessons using Twinkl **Phonics scheme**
- Hetts Lane promotes **Oracy**. Children are encouraged to say sentence before writing.
- Sentences** and **key vocabulary** are shared, modelled, rehearsed and displayed.
- Every class adheres to our **whole school speaking and listening guidelines** agreed with children and displayed in class.
- English working walls** in each classroom display current learning.
- Phonics displays** in each classroom highlight phonemes and graphemes taught
- Talk for Writing** is used across year groups to support oral and written story retelling.
- When writing, all children have symbols in books to aid assessment. See HL Marking and Feedback policy.
- Weekly **homework** includes what we have been learning in phonics to support consolidation at home.
- A twinkl **phonics mat** is used across classes and shared with parents to support learning at home.
- English is based on a high quality text and linked to **other curriculum areas** where possible.

