



Early Years and Key Stage 1 Writing Knowledge and Skills Progression

Early Years Writing Knowledge and Skills Progression					
Knowledge and Skills	Reception				
Phonics and Spelling patterns	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Spell words by identifying sounds in them and representing the sounds with a letter or letters.				
Handwriting	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Write recognisable letters, most of which are correctly formed. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.				
Composition	<ul style="list-style-type: none"> 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. Write simple phrases and sentences that can be read by others.				
Key Stage 1 Writing Knowledge and Skills Progression					
	<table border="1"> <thead> <tr> <th>Year 1</th> <th>Year 2</th> </tr> </thead> <tbody> <tr> <td> Phonics and Spelling patterns Spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words 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 </td> <td> Spell by: <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 one 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] </td> </tr> </tbody> </table>	Year 1	Year 2	Phonics and Spelling patterns Spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words 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 	Spell by: <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 one 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]
Year 1	Year 2				
Phonics and Spelling patterns Spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words 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 	Spell by: <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 one 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] 				

	<p>verbs</p> <ul style="list-style-type: none"> • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words - <p>Apply simple spelling rules and guidance, as listed in See spelling progression document for further detail</p>	<ul style="list-style-type: none"> • 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 <p>See spelling progression document for further detail</p>
Handwriting	<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’ and to practise these. See handwriting scheme for detail of stages taught 	<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.
Composition	<p>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 <p>-Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • 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 <p>-Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • 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 • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated

		<p>correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
	<p>-Develop their understanding of the age-appropriate concepts 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 • use age appropriate grammatical terminology when discussing their writing. -Develop their understanding of age appropriate concepts by: • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (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 • some features of written Standard English -Use and understand age appropriate grammatical terminology when discussing their writing. 	<p>-Develop their understanding of the age-appropriate concepts 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 • use age appropriate grammatical terminology when discussing their writing. <p>Develop their understanding of age appropriate concepts by:</p> <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (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 • some features of written Standard English -Use and understand age appropriate grammatical terminology when discussing their writing.