



Puttenham CofE Infant School

Writing progression

	Reception	Year 1	Year 2
Handwriting	<p>ELG – fine motor skills: To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. To use a range of tools</p> <p>To write with a dominant hand</p> <p>ELG – writing: To write recognisable letters, most of which are correctly formed (to use the rhymes linked to grapheme - RWI)</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form all capital letters correctly.</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p>Use handwriting rhymes to support letter formation (RWI)</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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.</p> <p>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 reflects the size of the letters.</p> <p>Use handwriting phrases to support letter formation (RWI)</p>
Transcription - phonics, whole word spelling.	<p>ELG writing - spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>ELG writing – To write simple phrases and sentences that can be read by others.</p> <p>To begin to write some of the non-decodable words (red words).</p>	<p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell common exception words (red words).</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order,</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>To learn 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.</p> <p>Spell common exception words (red words). distinguishing between homophones and near-homophones</p> <p>Learn to spell more words with contracted forms. Spell by learning the possessive apostrophe</p>

		<p>Use the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>Apply simple spelling rules and guidance from Appendix 1.</p> <p>To be able to hold a sentence in their heads (RWI).</p> <p>To write a simple sentence from memory dictated by the teacher using their phonics knowledge, red and green words.</p>	<p>(singular).</p> <p>Add suffixes to spell longer words, including: –ment, -ness, -ful, -less, -ly.</p> <p>Apply simple sentence rules (as listed in NC English appendix 1).</p> <p>To be able to hold a sentence in their heads (RWI).</p> <p>To write a sentence from memory dictated by the teacher using their phonics knowledge, red and green words.</p>
Context for writing	<p>Write their own name.</p> <p>Writing for purpose through play Labels, captions, lists, questions, stories</p> <p>To write about real life events</p> <p>Prayers, reflective area, big questions.</p>	<p>To write labels, captions, lists, questions.</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real life events/recounts.</p> <p>To write poetry.</p> <p>To write for different purposes.</p> <p>To write reflections and big questions.</p>	<p>To write narratives about personal experiences and those of others (real and fictional) drawing on their reading to inform vocabulary, and grammar.</p> <p>To write about real events and recounts.</p> <p>To write poetry.</p> <p>To write for different purposes</p> <p>To write prayers, reflective area, big questions.</p>
Punctuation and grammar	<p>To begin to understand finger spaces.</p> <p>To begin to understand the use of full stops at the end of a sentence.</p> <p>To begin to use a capital letter at the beginning of a sentence.</p>	<p>To understand how words can combine to make sentences.</p> <p>Regular plural noun suffixes – s or –es.</p> <p>To understand that suffixes can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p> <p>To join words and clauses using ‘and’.</p> <p>To sequence sentences to form short narratives.</p>	<p>Use expanded noun phrases for description and specification.</p> <p>To use subordination by adding when, if, that, because.</p> <p>To use co-ordination using or, and, or and but.</p> <p>To write sentences with different forms: statement, question, exclamation, command.</p> <p>To use the present and past tenses correctly and consistently including the progressive form.</p>

		<p>To separate words with spaces.</p> <p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>To use commas to separate items in list.</p> <p>To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</p> <p>To write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p>
Terminology	Sound, letter, word, sentence, capital letter and full stop.	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.
Composition and editing	<p>To hold a sentence in their head (RWI)</p> <p>Read a sentence to themselves and to others.</p> <p>ELG writing – To write simple phrases and sentences that can be read by others.</p> <p>Begin to talk about their learning using the learning line.</p>	<p>To say the sentence, count the words and hold the sentence in their head (RWI).</p> <p>Sequence sentences to form narratives.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Discuss what they have written with a teacher or other pupils. The children are to reflect on their writing and talk about it using the learning line.</p>	<p>To develop a positive attitude and stamina towards writing by writing for different purposes.</p> <p>To say the sentence and hold the sentence in their head (RWI).</p> <p>To plan (draw/write) or say what they are going to write about sentence by sentence.</p> <p>To add, revise and make corrections to their writing. To respond the teacher's or other pupil's feedback and make changes (purple polishing pen).</p> <p>To proofread writing to check for errors in spelling, grammar and punctuation.</p> <p>To evaluate their learning by using the learning line.</p> <p>To read their work aloud using intonation to make the meaning clear and to celebrate their work.</p>