



St Joseph's infant school- progression in Writing



	EYFS		KS1	
	Nursery 16-26 months 22-36 months	Reception 30-50 months 40-60+ ELG	Year 1	Year 2
Writing-transcription and spelling. Phonics and spelling rules	<p>Listens to and enjoys rhythmic patterns in rhymes and stories.</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations</p> <p>Shows interest in play with sounds, songs and rhymes.</p>	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;</p> <p>the /ŋ/ sound spelt 'n' before 'k' (e.g. bank think);</p> <ul style="list-style-type: none"> dividing words into syllables (e.g. rabbit, carrot); 	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.</p> <p>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).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <p>the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);</p> <p>-the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</p> <p>-the /r/ sound spelt 'wr' (e.g. write, written);</p> <p>-the /l/or / əl/ sound spelt –le(e.g. Little, middle)or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril);</p> <p>- the /a ɪ/sound spelt –y (e.g. cry, fly, July);</p>



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			<ul style="list-style-type: none"> the /tʃ/ sound is usually spelt as 'tch' and exceptions; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nouns and the third person singular of verbs); adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to adjectives where no change is needed to the root word (e.g., fresher, grandest); spelling words with the vowel digraphs and trigraphs: <ul style="list-style-type: none"> 'ai' and 'oi' (e.g. rain, wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); 'ar' (e.g. car, park); 'ee' (e.g. green, week); 'ea' (e.g. sea, dream); 'ea' (e.g. meant, bread); 	<ul style="list-style-type: none"> adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); the /z/ sound spelt 's' (e.g. television, usual).
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			<ul style="list-style-type: none">- 'er' stressed sound (e.g. her, person); -'er' unstressed schwa sound (e.g. better, under);- 'ir' (e.g. girl, first, third); -'ur' (e.g. turn, church);- 'oo'(e.g. food, soon);- 'oo'(e.g. book, good);- 'oa' (e.g. road, coach);- 'oe' (e.g. toe, goes);- 'ou' (e.g. loud, sound);- 'ow' (e.g. brown, down);- 'ow' (e.g. own, show);- 'ue' (e.g. true, rescue, Tuesday);'ew' (e.g. new,threw);- ie' (e.g. lie, dried);- 'ie'(e.g. chief, field);- 'igh' (e.g. bright, right);- 'or'(e.g. short, morning);- 'ore' (e.g. before, shore);- 'aw'(e.g. yawn, crawl);- 'au' (e.g. author, haunt);- 'air' (e.g. hair, chair);- 'ear'(e.g. beard, near, year);	
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			<ul style="list-style-type: none"> - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared); • spelling words ending with -y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); • using 'k' for the /k/ sound (e.g. sketch, kit, skin) 	
<p>Writing-transcription and spelling.</p> <p>Common exception words</p>	<p>Makes connections between their movement and the marks they make.</p> <p>Distinguishes between the different marks they make</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Ascribes meanings to marks that they see in different places.</p> <p>To write some irregular common words</p>	<p>To spell all Y1 common exception words correctly.</p> <p>* To spell days of the week correctly.</p>	<p>To spell most Y1 and Y2 common exception words correctly.</p>
<p>Writing-transcription and spelling.</p> <p>Prefixes and suffixes</p>			<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un -' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest)</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>
<p>Writing-transcription and spelling.</p> <p>Further spelling conventions</p>		<p>Can segment the sounds in simple words and blend them together.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words</p>	<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>



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				<p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>
Handwriting- Letter formation, placement and positioning	<p>Makes connections between their movement and the marks they make.</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools</p> <p>May be beginning to show preference for dominant hand</p>	<p>To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two fingers and thumb, and uses it with good control.</p> <p>To copy some letters, e.g. letters from their name.</p> <p>To give meaning to marks they make as they draw, write and paint.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>



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		<p>To show a preference for a dominant hand.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To begin to form recognisable letters.</p> <p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p>		
Handwriting-joining letters				To begin to use the diagonal and horizontal strokes needed to join letters.
Writing-composition-planning, writing and editing	<p>Beginning to put two words together (e.g. 'want ball', 'more juice').</p> <p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p>	<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p>



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To engage in imaginative role play based on own first-hand experiences.

To build stories around toys, e.g., farm animals needing rescue from an armchair 'cliff'.

To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.

To link statements and sticks to a main theme or intention.

To use talk to organise, sequence and clarify thinking, ideas, feelings and events.

To introduce a storyline or narrative into their play.

To write own name and other things such as labels, captions.

To attempt to write short sentences in meaningful contexts.

To play cooperatively as part of a group to develop and act out a narrative.

To develop their own narratives and explanations by connecting ideas or events.

To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

To reread their writing to check that it makes sense and to independently begin to make changes.

To read their writing aloud clearly enough to be heard by their peers and the teacher.

To use adjectives to describe.

To encapsulate what they want to say, sentence by sentence.

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense and that the correct tense is used throughout.

To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).



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Composition- awareness of audience, purpose and structure	<p>Understands simple sentences.</p> <p>Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot).</p> <p>Understands more complex sentences.</p> <p>Learns new words very rapidly and is able to use them in communicating</p>	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To use number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>
Writing- vocab, grammar and punctuation. Sentence construction and tense	<p>Beginning to talk about people and things that are not present.</p> <p>Uses a variety of questions (e.g. what, where, who).</p> <p>Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>Beginning to use word endings (e.g. going, cats).</p>	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>
Writing- vocab, grammar and punctuation.		<p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p>	<p>To using co -ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p>



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Use of phrases and clauses			To begin to form simple compound sentences.	To use expanded noun phrases to describe and specify (e.g. the blue butterfly).
Writing- vocab, grammar and punctuation. Punctuation.			To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: -capital letters, full stops, question marks and exclamation marks; -commas to separate lists; - apostrophes to mark singular possession and contractions.
Use of terminology		To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell