



St Paul and St Timothy's Catholic Infant School

Writing Progression Map

	EYFS - Reception	Y1	Y2
Phonic and whole word spelling	<ul style="list-style-type: none"> Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) Spell some taught common exception/ high frequency and familiar words. (LIT) 	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes taught Spell common exception words Spell the days of the week Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations 	<ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly 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 Learn to spell common exception words Distinguish between homophones and near-homophones
Other word building/ Spelling		<ul style="list-style-type: none"> Other word building spelling-use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Use the prefix un- Use -ing, -ed, -er and -est where no change is needed in the spelling of root words Apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> Learning the possessive apostrophe (singular) Learn to spell more words with contracted forms Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Show awareness of silent letters in spelling e.g. knight, write Use -le ending as the most common spelling for this sound at the end of words Apply spelling rules and guidelines from Appendix 1

<p>Transcription</p>		<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
<p>Handwriting</p>	<ul style="list-style-type: none"> • Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD) • Develop the foundations of a handwriting style which is fast, accurate and efficient (PD) • Form lower-case and capital letters correctly. (LIT) • Know how to write the taught letters (LIT) 	<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 • Produce recognisable letters and words to convey meaning • Another person can read writing with some mediation 	<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
<p>Contexts for Writing</p>	<ul style="list-style-type: none"> • Child initiated writing (in role, and for purpose) • Write narratives about personal experiences and those of others (real and fictional) • Write about real events • Write poetry • Write for different purposes 	<ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional) • Write about real events • Write poetry • Write for different purposes 	<ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional) • Write about real events • Write poetry • Write for different purposes
<p>Planning Writing</p>	<ul style="list-style-type: none"> • Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) • Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L) • Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L) 	<ul style="list-style-type: none"> • Say out loud what they are going to write about • Compose a sentence orally before writing it 	<ul style="list-style-type: none"> • Plan or say out loud what they are going to write about

Drafting Writing	<ul style="list-style-type: none"> To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) 	<ul style="list-style-type: none"> Sequence sentences to form short narratives 	<ul style="list-style-type: none"> Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence
Editing Writing	<ul style="list-style-type: none"> To check written work by reading and make changes where necessary.(LIT) 	<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils 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 Proofread to check for errors in spelling, grammar and punctuation
Performing Writing	<ul style="list-style-type: none"> Think of, say and write a simple sentence, sometimes using a capital letter and full stop. 	<ul style="list-style-type: none"> Read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary	<ul style="list-style-type: none"> Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L) 	<ul style="list-style-type: none"> Leave spaces between words Join words and joining clauses using "and" Use familiar adjectives to add detail e.g. red apple, bad wolf 	<ul style="list-style-type: none"> Use expanded noun phrases to describe and specify Attempt some varied vocab and use some varied sentence openings e.g. time connectives
Grammar	<ul style="list-style-type: none"> To make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a joining word (conjunction) (LIT) 	<ul style="list-style-type: none"> Use regular plural noun suffixes (-s, -es) Use verb suffixes where root word is unchanged (-ing, -ed, -er) Use the un- prefix to change meaning of adjectives/adverbs Combine words to make sentences, including using and Sequence sentences to form short narratives Separate of words with spaces Use sentence demarcation (. ! ?) 	<ul style="list-style-type: none"> Use coordination (using or, and, or but) Use commas in lists Use sentences with different forms: statement, question, exclamation, command Use subordination (using when, if, that, or because) Use apostrophes for omission & singular possession Use the present and past tenses correctly and consistently including the progressive form

		<ul style="list-style-type: none"> • Use capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • Use extended simple sentences e.g. including adverbs and adjectives to add interest • Use some features of written Standard English • Learn how to use selected grammar for Year 2 • Use and understand grammatical terminology when discussing writing
<p>Punctuation</p>	<ul style="list-style-type: none"> • Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) 	<ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> • Develop understanding by learning how to use familiar and new punctuation correctly: • Full stops and capital letters and question marks use sentence demarcation CL . ? • Exclamation marks and commas in a list • Apostrophes for contracted form and for possession
<p>Grammatical Terminology</p>	<ul style="list-style-type: none"> • letter • capital letter • word • sentence • full stop 	<ul style="list-style-type: none"> • letter • capital letter • word • singular • plural • sentence • punctuation • full stop • question mark • exclamation mark • verb • noun • adjective 	<ul style="list-style-type: none"> • noun • noun phrase • statement • question • exclamation • command • compound • adjective • verb • suffix • adverb • tense (past, present) • apostrophe • comma