



English Writing Curriculum Skills Progression

	EYFS	Year 1	Year 2	Year 3
Spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters. - Learn the phoneme/grapheme correspondence for all phonemes taught - Begin to break the flow of speech into words, to hear and say initial sounds in words - Start to segment the sounds in words - To spell common exception words in line with phonic programme	- To spell words containing each of the 40+ phonemes already taught, common exception words and days of the week - To name the letters of the alphabet - To use letter names to distinguish between alternative spellings of the same sound - 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 add the suffixes, -ing, - ed, -er, and –est where no change is needed in the spelling of the root words - To apply simple spelling rules and guidance, as listed in - English Appendix 1 - To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	- To segment spoken words into phonemes and represent 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 common homophones - To learn to spell common exception words - To learn to spell more words with contracted forms - To use the possessive apostrophe - To add suffixes to spell longer words including, -ment, -ness, -ful, -less, ly - To apply spelling rules and guidance, as listed in English Appendix 1 - To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	- To use prefixes and suffixes (as listed in appendix 1) and understand how to add them - To spell further homophones - To identify commonly misspelt words (as listed in appendix 1) and attempt to correct them - To understand how to place the possessive apostrophe accurately in words with regular plurals (girls’ , boys’) and in irregular plurals (children’s) - To use the first two or three letters in a word to check a spelling in a dictionary - To write from memory simple sentences, dictated by the class teacher, that includes words punctuation taught so far
Handwriting	Write recognisable letters, most of which are correctly formed (ELG Writing) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG Fine motor) - Show a preference for a dominant hand - Begin to use anticlockwise movement and retrace vertical lines - Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right - Attempt to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes - Begin to make letter-type shapes to represent the initial sound of their name and other familiar words - Begins to form recognisable letters independently - Forms lower-case and capital letters correctly	- 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’ (ie letters that are formed in similar ways) and to practise these	- 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 un joined - 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	- To use diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another are best left un joined - To increase the legibility, consistency and quality of handwriting by ensuring that the down strokes letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
Writing Composition	Write simple phrases and sentences that can be read by others. (ELG Writing) - Enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats - Give meaning to the marks they make as they draw and write - identifying letters and writing recognisable letters in sequence, such as in their own name, discriminating the place that sounds appear in words - Use their developing phonic knowledge to write things such as labels and captions - Write short sentences with words with known sound-letter correspondences.	- 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 - discuss what they have written with the teacher or other pupils - Read their writing aloud, clearly enough to be heard by their peers and the teacher	- develop positive attitudes towards and stamina for writing by: - 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 - make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils - Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) - read aloud what they have written with appropriate intonation to make the meaning clear	- To discuss writing similar to that which they are planning to write and understand and learn from its structure, vocabulary and grammar - To discuss and record ideas - To compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure (as suggested in Appendix 2) - To make some attempt to define paragraphs by organising ideas with related points placed next to each other – eg one sentence paragraphs or ideas loosely organised - To create settings, characters and plot, with some attempt to elaborate on basic information or events - eg nouns expanded by simple adjectives - In non-narrative material, use simple organisational devices (for example, headings and sub-headings) - To assess the effectiveness of their own and others’ writing and suggest improvements - To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - To proof-read for spelling and punctuation errors - To read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

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		Writing		
Vocabulary, grammar and punctuation	- Read their work to others - Begin to use a capital letter and full stop. - Re-read what they have written to check that it makes sense. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	- develop their understanding of the concepts set out in English appendix 2 by: 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 in English appendix 2 & use the grammatical terminology in English (English appendix 2) in discussing their writing	- develop their understanding of the concepts set out in English appendix 2 by: - learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) I - earn 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 in English appendix 2 - some features of written Standard English use and understand the grammatical terminology in (English appendix 2 in discussing their writing	- To use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading - To have limited use of inverted commas to punctuate direct speech - To use commas after fronted adverbials - To indicate possession by using the possessive apostrophe with plural nouns - To attempt to use paragraphs as a way to group related materials - to make some use of the present perfect form of verbs instead of the simple past – e.g. “He has gone out to play”. In contrast with “He went out to play.” - To choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - To use conjunctions, adverbs and prepositions to express time and cause - To use fronted adverbials