



Writing Progression of Skills

	YFYS	Year 1	Year 2
Composition	<ul style="list-style-type: none"> ★ Use talk to support the writing process by <ul style="list-style-type: none"> ○ saying words, captions and sentences out loud before writing ○ composing a sentence orally before writing it ★ Put words in order to make simple sentence ★ Use writing to support their play ★ Use writing to communicate thoughts, feelings and experiences ★ Talk about their writing to a teacher or other learners ★ Begin to read back to check their writing makes sense ★ read their writing aloud, clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> ★ Write about real events ★ Begin to write for other purposes ★ Begin to plan what they are going to write about, orally and pictorially* ★ Say aloud what they are going to write about ★ Write down ideas ★ Orally rehearse their sentence(s) ★ Sequence sentences to form short narratives ★ Re-read what they have written to check that it makes sense ★ 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. 	<ul style="list-style-type: none"> ★ Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional) ★ Write poetry ★ Write for different purposes ★ Plan what they are going to write about, including writing down ideas and key words, including new vocabulary ★ Draw on their reading to inform the vocabulary and grammar of their writing ★ Encapsulate what they want to say, sentence by sentence ★ Make simple additions, revisions and corrections their own writing by evaluating their writing with the teacher and other learners ★ Make simple additions, revisions and corrections to their own writing by 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 ★ Make simple additions, revisions and corrections to their own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher

			<ul style="list-style-type: none"> ★ Read aloud what they have written with appropriate intonation to make the meaning clear.
Handwriting	<ul style="list-style-type: none"> ★ Develop the foundations of a handwriting style by using a tripod grip to form letters ★ Write lower-case and capital letters correctly with an initial focus on starting point and direction. 	<ul style="list-style-type: none"> ★ Sit correctly at a table, holding a pencil comfortably and correctly ★ Form most lower-case letters correctly ★ 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' (i.e. letters that are formed in similar ways) and practise these 	<ul style="list-style-type: none"> ★ Form lower-case letters of the correct size relative to one another in some of his/her writing ★ Form lower-case letters of the correct size relative to one another in most of his/her writing ★ Use the diagonal and horizontal strokes needed to join letters in some of his/her writing ★ Use the diagonal and horizontal strokes needed to join letters ★ 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
Grammar - sentence	<ul style="list-style-type: none"> ★ leaving spaces between words ★ Writing short sentences with words with known sound-letter correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> ★ Understand how words can combine to make sentences ★ Using <u>and</u> to join single clause sentences 	<ul style="list-style-type: none"> ★ Subordination (using when, if, that, because) and co-ordination (using or, and, but) ★ Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] ★ How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Grammar-text		<ul style="list-style-type: none"> ★ Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> ★ Correct choice and consistent use of present tense and past tense throughout writing ★ Use of the progressive form of verbs in the present and past tense to mark actions in

			progress [for example, she is drumming, he was shouting]
Grammar - word		<ul style="list-style-type: none"> ★ Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun ★ Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper ★ Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat 	<ul style="list-style-type: none"> ★ Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman ★ Form adjectives using suffixes such as -ful, -less ★ Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest
Grammar: Punctuation	<ul style="list-style-type: none"> ★ Begin to punctuate sentences using a capital letter and a full stop. ★ Begin to understand the need for spaces between words. 	<ul style="list-style-type: none"> ★ Separate words in their writing with spaces. ★ Punctuate sentences using a capital letter and a full stop, ★ Introduction to the use of -question marks -exclamation marks to demarcate sentences ★ 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"> ★ Use commas to separate items in a list ★ Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name
Grammar: Conjunctions		<ul style="list-style-type: none"> ★ Join words and join clauses using <u>and</u> 	<ul style="list-style-type: none"> ★ Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses
Grammar: adverbial phrases		<ul style="list-style-type: none"> ★ Use simple adverbs to sequence writing 	<ul style="list-style-type: none"> ★ Use adverbs and simple adverbials to express time, place and manner

Spelling	<ul style="list-style-type: none"> ★ Spell words by identifying the sounds and then writing the sound with letter/s. ★ Learn the letters in their name to spell in order to write their name. 	<ul style="list-style-type: none"> ★ spell: words containing each of the 40+ phonemes already taught ★ Spell some common exception words ★ Spell the days of the week ★ Name the letters of the alphabet: <ul style="list-style-type: none"> -naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound ★ add prefixes and suffixes: <ul style="list-style-type: none"> - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs -using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] ★ Apply simple spelling rules and guidance, as listed in (English Appendix 1) ★ 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"> ★ spell by: ★ 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] 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 Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Terminology	<ul style="list-style-type: none"> ★ Letter, word, sentence, full stop, capital letter. 	<ul style="list-style-type: none"> ★ Letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> ★ Noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb, tense (past, present) apostrophe, comma