



Preston CofE Primary School

KS1 Progression in writing

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
<u>Spelling</u>	• To use their phonic knowledge to write words in ways which match their spoken sound. • To write some irregular common words.	• To accurately spell most words containing the 40+ taught phonemes and GPCs. • To spell some words in a phonically plausible way, even if sometimes incorrect. • To apply Y1 spelling rules and guidance • To spell all Y1 common exception words correctly • To spell the days of the week correctly • To use -s and -es to form regular plurals correctly. • To use the prefix 'un-' accurately. • 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). • To spell simple compound words (e.g. dustbin, football). • To read words that they have spelt. • To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.	• 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). • To apply further Y2 spelling rules and guidance • To spell most Y1 and Y2 common exception words correctly. • To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly. • To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. • To learn the possessive singular apostrophe (e.g. the girl's book). • To write, from memory, simple sentences dictated by the teacher that include words using the GPCs.

<u>Handwriting</u>	• To sit correctly at a table, holding a pencil comfortably and correctly.	• To form lower case letters of the correct size, relative to one another. • To use spacing between words that reflects the size of the letters. • To use spacing between words that reflects the size of the letters. • To continue to join digraphs and trigraphs. When letter formation is secure and correct size, some horizontal and diagonal joining to be encouraged.	• To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. • To give more emphasis on the presentation of their writing.
<u>Writing content</u>	• To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • To join digraphs and trigraphs • To link statements and sticks to a main theme or intention. • To use talk to organise, sequence and clarify • 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 self and others. Some words are spelt correctly and others are phonetically plausible. • To use language to imagine and recreate roles and experiences in play situations. • To express themselves effectively, showing awareness of listeners' needs.	• To sequence sentences to form short narratives. • To discuss what they have written with the teacher or other pupils. • 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 reread to check that their writing makes sense • 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). • To apply further Y2 spelling rules and guidance • To spell most Y1 and Y2 common exception words correctly. • To add suffixes to spell most words correctly in writing, e.g. –ment, –ness, –ful, –less, –ly.	• To write narratives about personal experiences and those of others (real and fictional). • To write about real events. • To write simple poetry. • To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary • 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 spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. • To learn the possessive singular apostrophe (e.g. the girl's book). • To write, from memory, simple sentences dictated by the teacher that include words using the GPCs and 'red' words. • To continue to use diagonal and horizontal strokes needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. • To give more emphasis on the presentation of their writing. • To write narratives about personal experiences and those of others (real and fictional). • To write about real events. • To write simple poetry. • To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary • 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 proofread to check for errors in spelling, grammar and punctuation (e.g. to check that	
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		the ends of sentences are punctuated correctly). • To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.	
<u>Grammar and punctuation</u>	• To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because'). • To show an awareness of full stops and capital letters for names and personal pronoun 'I'. • To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	• To start to engage readers by using adjectives to describe. • To begin to reread sentences to check for missing words, spelling errors and correct punctuation (e.g. to check that the ends of sentences are punctuated correctly). • To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices • To use the joining word (conjunction) 'and' and 'because' to link ideas and recorded sentences. • To begin to form simple compound sentences. • To use capital letters for names, places, beginning of a sentence, the days of the week, months of the year and the personal pronoun 'I'. • To use full stops to end sentences. • To begin to use question marks, exclamation marks and inverted commas. • To recognise and use the terms letter, word, sentence, capital letter, lower case, singular, plural, full stop punctuation, question mark, exclamation mark and inverted commas.	• To reread to check that writing makes sense and that the correct tense is used throughout. • To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). • To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. • To using co-ordination (or/and/but). • To use some subordination (when/if/that/because). • To use expanded noun phrases to describe. • To specify • To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks, exclamation marks and inverted commas. - commas to separate lists; - apostrophes to mark singular possession and contractions. • 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.

