



English: Writing – KS1
Progression of Knowledge and Skills



	<u>Reception</u>		<u>Year 1</u>			<u>Year 2</u>		
Term			Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Statements for reception: Autumn/Spring	Early learning goal: Summer focus	All about me Once upon a time	Dragons Trees and Seasons	All creatures great and small Journeys – near and far	Homes and Habitats Sparkle and Shine	Weird worlds and wild weather Sowing and growing	Superheroes The seven seas
Writing: Handwriting	<u>Literacy</u> Form lower-case and capital letters correctly. <u>Physical development</u> Develop the foundations of a handwriting style which is fast, accurate and efficient.	<u>Literacy: writing</u> Write recognisable letters, most of which are correctly formed <u>Physical development: fine motor skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. *NB: Ensure you refer to the handwriting skills progression document	<u>Handwriting:</u> - sit correctly at a table, holding pencil correctly -begin to form letters correctly starting and finishing in the right place. -Form capital letters and digits 0-9 - understand which letters belong to which handwriting family *NB: Ensure you refer to the handwriting skills progression document			<u>Handwriting:</u> -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 are best left un-joined. -write capitals of the correct size, orientation and relationship to one another and lower case. -use spacing between words that reflects the size of letters. -write digits of the correct size and orientation. *NB: Ensure you refer to the handwriting skills progression document		
			<u>Autumn</u> *Sit correctly at a table holding a pencil comfortably and correctly. *Form digits 0-9 correctly.	<u>Spring</u> *Form lower case letters in the correct direction starting and finishing in the right place (cursive kicks and flicks, lead in lines).	<u>Summer</u> *Name letters of the alphabet in order. *Form capital letters.	<u>Autumn</u> *Use some of 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 to one another.	<u>Spring</u> *Use spacing between words which reflects the size of the letters.	<u>Summer</u> *Form lower case letters of the correct size relative to one another.



English: Writing – KS1
Progression of Knowledge and Skills



Writing: Punctuation and grammar	<u>Literacy</u> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	<u>Literacy: writing</u> Write simple phrases and sentences that can be read by others	<u>Punctuation and Grammar:</u> <u>Sentence structure</u> -how words can combine to make sentences. -joining words and joining sentences using 'and'. <u>Text structure</u> - sequencing sentences to form short narratives. <u>Punctuation</u> - separation of words with spaces. - introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - capital letters for names and the personal pronoun 'I'. <u>Terminology:</u> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.			<u>Punctuation and Grammar:</u> <u>Sentence structure</u> - subordination (using when, if, that, because) and co-ordination (using or, and, but) - expanded noun phrases for description and specification (eg the blue butterfly) - how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. <u>Text structure</u> - correct choice and consistent use of the 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. <u>Punctuation</u> - use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - commas to separate items in a list. -Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. <u>Terminology:</u> Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma		
			<u>Autumn</u> *Use the personal pronoun 'I'. *Leave spaces between words. *Use a capital letter at the start of a sentence.	<u>Spring</u> *Use 'and, to join ideas within a sentence. *Begin to use other punctuation such as	<u>Summer</u> *Attempt to use other conjunctions. *Make sure that word choices are relevant to the context and use word banks to support.	<u>Autumn</u> *Make thoughtful and ambitious word choices including specific or technical vocabulary used in non-narrative writing.	<u>Spring</u> *Use expanded noun phrases to describe, expand and specify. *Use subordination (when, if, that, because)	<u>Summer</u> *Use sentences with different forms: statements, questions, exclamations and commands.



English: Writing – KS1
Progression of Knowledge and Skills



				<p>exclamation and question marks. *Use a full stop accurately.</p>	<p>*Begin to use adjectives to add detail to sentences. *Use capital letters for the names of people, places and days of the week.</p>	<p>*Use full stops and capital letters mostly correctly. *Mostly use exclamation and question marks accurately to demarcate sentences.</p>	<p>*Use capital letters for the personal pronoun 'I' and most proper nouns.</p>	<p>*Use co-ordination (or, and, but) *Use present and past tenses correctly and consistently including the progressive form. *Use adjectives, adverbs and expanded noun phrases to add detail and specify. *Begin to use commas to separate items in a list. *Sometimes use apostrophes for singular possession.</p>
<p>Writing: Composition</p>	<p><u>Literacy</u> Re-read what they have written to check that it makes sense</p> <p><u>Communication and Language</u> Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea to another using a range of connectives</p> <p>Retell the story, once they have developed</p>	<p><u>Literacy: writing</u> Write simple phrases and sentences that can be read by others.</p> <p><u>Communication and Language</u> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunction, with modelling and</p>	<p><u>Composition:</u> <u>Plan writing:</u> - say put loud what they are going to write about. <u>Draft writing:</u> -compose a sentence orally before writing. -sequence sentences to form short narratives. -Re-read what they have written to check it makes sense. -Discuss what they have written with the teacher and other pupils. - Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>			<p><u>Composition:</u> -Develop positive attitudes towards and stamina for writing by writing: narratives about personal experiences and those of others (real and fictional); about real events; poetry; for different purposes. <u>Plan writing:</u> - plan or say out loud what they are going to write about. -write ideas and/or key words including new vocab. <u>Draft writing:</u> -encapsulate what they want to say, sentence by sentence. -Make additions, revision and corrections to their own writing by: - evaluating their writing with the teacher or other pupils. -re-reading to check it makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form.</p>		



English: Writing – KS1
Progression of Knowledge and Skills



	a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.	support from their teacher.				-proof read to check for errors in spelling, grammar and punctuation. - read aloud their writing with appropriate intonation to make the meaning clear.		
			<u>Autumn</u> *Say a sentence out loud before writing it down (hold a sentence)	<u>Spring</u> *Plan writing by saying what they are going to write about (build a sentence) *Read writing aloud so it can be heard by others and check for sense.	<u>Summer</u> *Sequence sentences to form short narratives. *Use sequenced sentences in chronological order to recount an event/experience. (basic adverbials used eg. First, Then, Next, After that)	<u>Autumn</u> *Develop stamina for writing by writing for different purposes.	<u>Spring</u> *Plan and discuss the content of writing. *Evaluate writing independently with peers and teacher by making simple additions and corrections. *Write from memory simple dictated sentences.	<u>Summer</u> *Proof-read to check for errors in spelling, grammar and punctuation. *Make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of writing.
Writing: Spelling	<u>Literacy</u> Spell words by identifying the sounds and then writing the sound with letter/s.	<u>Literacy: writing</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<u>Spelling:</u> -Spell words containing each of the 40+ graphemes already taught. -Spell common exception words. -Spell days of the week. -Name letters of the alphabet: - name in order - Use letter names to distinguish between alternative spellings of same sound. -Add prefixes and suffixes: -s or-es - un - ing –ed –er –est (where no change needed to root word) -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.			<u>Spelling:</u> -Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly. -Learn 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. -Spell common exception words. -Spell more words with contracted forms. -Distinguish between homophones and near homophones. -Add suffixes to spell longer words: -ment, -ness, -ful, -less, -ly -Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. -Spell by learning the possessive apostrophe (singular).		
			<u>Autumn</u> *Spell unknown words using phonemes and	<u>Spring</u> *Use the suffixes –ing, -ed, -er, -est where no	<u>Summer</u> *Use letter names to show alternative spellings of the same phonemes.	<u>Autumn</u> *Segment spoken words into phonemes and	<u>Spring</u> *Spell longer words using suffixes such as	<u>Summer</u> *Use apostrophes for the most common contracted words.



English: Writing – KS1
Progression of Knowledge and Skills



			phonetically plausible attempts.	change is needed to the root word. *Write from memory simple dictated sentences including the words taught so far.	*Spell words that use suffixes for plurals or 3 rd person.	record these as graphemes.	ment, ful, ness, less, ly. *Spell common exception words (see Y2 list)	*Spell words with different/less common spellings – multisyllabic words. *Identify and apply knowledge of homophones and near homophones.
--	--	--	----------------------------------	---	---	----------------------------	---	--