



English Writing:  
Progression of Knowledge and Skills

	Nursery			Reception			Year 1			Year 2		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Song and Rhyme	Once upon a time	Amazing Animals	Marvellous Me  Once upon a time	On the go  Ready, steady grow!	Near and Far  All creatures great and small	Marvellous Me  Once upon a time	On the go  Ready, steady grow!	Near and Far  All creatures great and small	Homes and Habitats  Big lights, big city	Where in the world  You’re bananas!	Superheroes  From pit to port
Writing: Handwriting	<b><u>2-3 yr olds</u></b> <b><u>Physical Development:</u></b> Sit without support <b><u>Literacy:</u></b> Copy finger movements and other gestures	<b><u>2-3 yr olds</u></b>	<b><u>2-3 yr olds</u></b> <b><u>Physical Development:</u></b> Explore different materials and tools. Ise large and small motor skills to do things independently  <b><u>Literacy:</u></b> Enjoy drawing freely.  Add some marks to their drawings, which they give meaning to.	<b><u>Literacy: Writing</u></b> Form lower case and capital letters correctly.  ELG: Write recognisable letters, most of which are correctly formed  ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters  <b><u>Physical development: Fine motor skills:</u></b>		<b><u>Literacy: writing</u></b>  ELG: Write recognisable letters, most of which are correctly formed  ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters  ELG: Write simple phrases and sentences that can be read by others.	<b><u>Handwriting:</u></b> - 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  <b>*NB: Ensure you refer to the handwriting skills progression document</b>			<b><u>Handwriting:</u></b> -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. <b>*NB: Ensure you refer to the handwriting skills progression document</b>		
	<b><u>3-4 yr olds</u></b> <b><u>Physical Development:</u></b>  Use a comfortable grip with good control when holding pens and pencils.  <b><u>Literacy:</u></b> Understand that print has meaning.  Write some or all of their name.	<b><u>3-4 yr olds</u></b> <b><u>Physical Development:</u></b> Use a comfortable grip with good control when holding pens and pencils.  <b><u>Literacy:</u></b>  Write some or all of their name.  Write some letters accurately	<b><u>3-4 yr olds</u></b> <b><u>Physical Development:</u></b> Use one-handed tools and equipment, for example making snips in paper and scissors. Show a preference for a dominant hand.  <b><u>Literacy:</u></b> Use some of their print and letter knowledge in their early writing  Write some or all of their name.  Write some letters accurately.	Develop the foundations of a handwriting style which is fast, accurate and efficient.  ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases  ELG: Use a range of tools, including scissors, paintbrushes and cutlery.  ELG: Begin to show accuracy and care when drawing		<b><u>Physical development: fine motor skills</u></b> ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  ELG: Use a range of small tools, including scissors, paintbrushes and cutlery.  ELG: Begin to show accuracy and care when drawing.	<b><u>Autumn</u></b> *Sit correctly at a table holding a pencil comfortably and correctly. *Form digits 0-9 correctly.	<b><u>Spring</u></b> *Form lower case letters in the correct direction starting and finishing in the right place (cursive kicks and flicks, lead in lines).	<b><u>Summer</u></b> *Name letters of the alphabet in order. *Form capital letters.	<b><u>Autumn</u></b> *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.	<b><u>Spring</u></b> *Use spacing between words which reflects the size of the letters.	<b><u>Summer</u></b> *Form lower case letters of the correct size relative to one another.
Writing: Punctuation and grammar	<b><u>2-3 yr olds</u></b>	<b><u>2-3 yr olds</u></b>	<b><u>2-3 yr olds</u></b>	<b><u>Literacy</u></b>  Write simple phrases and sentences that can be read by others		<b><u>Literacy: writing</u></b> Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Write simple phrases and sentences that can be read by others	<b><u>Punctuation and Grammar:</u></b> <b><u>Sentence structure</u></b> -how words can combine to make sentences. -joining words and joining sentences using ‘and’. <b><u>Text structure</u></b> - sequencing sentences to form short narratives. <b><u>Punctuation</u></b> - 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’. <b><u>Terminology:</u></b>			<b><u>Punctuation and Grammar:</u></b> <b><u>Sentence structure</u></b> - 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. <b><u>Text structure</u></b> - 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.		



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						Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	<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>3-4 yr olds</u>	<u>3-4 yr olds</u>	<u>3-4 yr olds</u>				<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 exclamation and question marks. *Use a full stop accurately.	<u>Summer</u> *Attempt to use other conjunctions. *Make sure that word choices are relevant to the context and use word banks to support. *Begin to use adjectives to add detail to sentences. *Use capital letters for the names of people, places and days of the week.	<u>Autumn</u> *Make thoughtful and ambitious word choices including specific or technical vocabulary used in non-narrative writing. *Use full stops and capital letters mostly correctly. *Mostly use exclamation and question marks accurately to demarcate sentences.
Writing: Composition	<u>2-3 yr olds</u>	<u>2-3 yr olds</u>	<u>2-3 yr olds</u> <u>Literacy:</u> Add some marks to their drawing, which they give meaning to. Make marks on their picture to stand for their name.	<u>Literacy</u> Re-read what they have written to check that it makes sense  <u>Communication and Language</u> Articulate their ideas and thoughts in well-formed sentences  Use new vocabulary through the day.  Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	<u>Literacy: writing</u> ELG: Write simple phrases and sentences that can be read by others.  <u>Communication and Language</u> ELG: 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 support from their teacher.	<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.	<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. -proof read to check for errors in spelling, grammar and punctuation. - read aloud their writing with appropriate intonation to make the meaning clear.			



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	<b>3-4 yr olds</b> <b>Literacy:</b> Understand that print has meaning. Write some of all of their name.	<b>3-4 yr olds</b> <b>Literacy:</b> Write some of all of their name.	<b>3-4 yr olds</b> <b>Literacy:</b> Write some of all of their name. Use some of their print and letter knowledge in their early writing, for example, writing a pretend list.			<b>Autumn</b> *Say a sentence out loud before writing it down (hold a sentence)	<b>Spring</b> *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.	<b>Summer</b> *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)	<b>Autumn</b> *Develop stamina for writing by writing for different purposes.	<b>Spring</b> *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.	<b>Summer</b> *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	<b>2-3 yr olds</b>  <b>3-4 yr olds</b>	<b>2-3 yr olds</b>  <b>3-4 yr olds</b>	<b>2-3 yr olds</b> <b>Literacy:</b> Develop phonological awareness  Recognise words with the same initial sounds.	<b>Literacy</b> ELG: Spell words by identifying the sounds and then writing the sound with letter/s.	<b>Literacy: writing</b> ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<b>Spelling:</b> -Spell words containing each of the 40+ graphemes already taught. -Spell common exception words. -Spell days of the week. -Name letters of the alphabet: <ul style="list-style-type: none"><li>- name in order</li><li>- Use letter names to distinguish between alternative spellings of same sound.</li></ul> -Add prefixes and suffixes: -s or-es <ul style="list-style-type: none"><li>- un</li><li>- ing –ed –er –est (where no change needed to root word)</li></ul> -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.			<b>Spelling:</b> -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).		
						<b>Autumn</b> *Spell unknown words using phonemes and phonetically plausible attempts.	<b>Spring</b> *Use the suffixes –ing, -ed, -er, -est where no change is needed to the root word. *Write from memory simple dictated sentences including the words taught so far.	<b>Summer</b> *Use letter names to show alternative spellings of the same phonemes. *Spell words that use suffixes for plurals or 3 <sup>rd</sup> person.	<b>Autumn</b> *Segment spoken words into phonemes and record these as graphemes.	<b>Spring</b> *Spell longer words using suffixes such as ment, ful, ness, less, ly. *Spell common exception words (see Y2 list)	<b>Summer</b> *Use apostrophes for the most common contracted words. *Spell words with different/less common spellings – multisyllabic words. *Identify and apply knowledge of homophones and near homophones.