



Writing: ELG (L)	
Children at the expected level of development will:	
<ul style="list-style-type: none"><li>Write recognisable letters, most of which are correctly formed.</li><li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li><li>Write simple phrases and sentences that can be read by others.</li></ul>	
3-4 years	In Reception
<ul style="list-style-type: none"><li>Recognises words that have the same initial sound.</li><li>Uses some print and letter knowledge in their early writing e.g. writing a shopping list that starts at the top of the page or writing 'm' for mummy.</li><li>Writes some or all of their name.</li><li>Writes some letters accurately.</li></ul>	<ul style="list-style-type: none"><li>Forms lower-case and capital letters correctly.</li><li>Spells words by identifying the sounds and then writing the sounds with letters.</li><li>Writes short sentences with words with known sounds using a capital letter and full stop.</li><li>Re-reads what they have written to check that it makes sense.</li></ul>

Writing: End of Key Stage One National Curriculum Expectations	
<b>KS1:</b> <ul style="list-style-type: none"><li>Read easily, fluently and with good understanding</li><li>Develop the habit of reading widely and often, for both pleasure and information</li><li>Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li><li>Appreciate our rich and varied literary heritage</li><li>Write clearly, accurately and coherently, adapting language and style for a range of contexts, purposes and audiences</li><li>Use discussion in order to learn</li><li>Are competent in the arts of speaking and listening</li></ul>	



Year Group	Phonics and Spelling Rules	Common Exception Words	Further Spelling Conventions, Prefixes and Suffixes and Terminology	Sentence Construction and Tense	Letter Formation, Placement and Positioning	Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
<b>Year One</b>	<ul style="list-style-type: none"> <li>To know all letters of the alphabet and the sounds which they most commonly represent.</li> <li>To recognise consonant digraphs which have been taught and the sounds which they represent.</li> <li>To recognise vowel digraphs which have been taught and the sounds which they represent.</li> <li>To recognise words with adjacent consonants.</li> <li>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</li> <li>To spell some words in a phonically plausible way, even if sometimes incorrect.</li> <li>To apply Y1 spelling rules and guidance</li> </ul>	<ul style="list-style-type: none"> <li>To spell all Y1 common exception words correctly.</li> <li>To spell days of the week correctly.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</li> <li>To use -s and -es to form regular plurals correctly.</li> <li>To use the prefix 'un-' accurately.</li> <li>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).</li> <li>To spell simple compound words (e.g. dustbin, football).</li> <li>To read words that they have spelt.</li> <li>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</li> </ul>	<ul style="list-style-type: none"> <li>To use simple sentence structures.</li> <li>To use the joining word (conjunction) 'and' to link ideas and sentences.</li> <li>To begin to form simple compound sentences.</li> <li>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</li> <li>To use finger spaces.</li> <li>To use full stops to end sentences.</li> <li>To begin to use question marks and exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li> <li>To sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>To form digits 0-9.</li> <li>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>To say out loud what they are going to write about.</li> <li>To compose a sentence orally before writing it.</li> <li>To sequence sentences to form short narratives.</li> <li>To discuss what they have written with the teacher or other pupils.</li> <li>To reread their writing to check that it makes sense and to independently begin to make changes.</li> <li>To read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>To use adjectives to describe.</li> </ul>	<ul style="list-style-type: none"> <li>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>To start to engage readers by using adjectives to describe.</li> </ul>
<b>Year Two</b>	<ul style="list-style-type: none"> <li>To segment spoken words into phonemes and to represent these with graphemes, spelling many</li> </ul>	<ul style="list-style-type: none"> <li>To spell most Y1 and Y2 common exception words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command,</li> </ul>	<ul style="list-style-type: none"> <li>To use the present tense and the past tense mostly correctly and consistently.</li> <li>To form sentences with</li> </ul>	<ul style="list-style-type: none"> <li>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> </ul>	<ul style="list-style-type: none"> <li>To write narratives about personal experiences and those of others (real and fictional).</li> </ul>	<ul style="list-style-type: none"> <li>To write for different purposes with an awareness of an increased amount of</li> </ul>



	<ul style="list-style-type: none"><li>of these words correctly and making phonically-plausible attempts at others.</li><li>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).</li></ul>	<ul style="list-style-type: none"><li>compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</li><li>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.</li><li>To learn the possessive singular apostrophe (e.g. the girl's book).</li><li>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li><li>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words.</li><li>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise</li></ul>	<ul style="list-style-type: none"><li>different forms: statement, question, exclamation, command.</li><li>To use some features of written Standard English.</li><li>To use co-ordination (or/and/but).</li><li>To use some subordination (when/if/ that/because).</li><li>To use expanded noun phrases to describe and specify (e.g. the blue butterfly)</li><li>To use the full range of punctuation taught at key stage 1 mostly correctly including:- capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</li></ul>	<ul style="list-style-type: none"><li>To form lower case letters of the correct size, relative to one another.</li><li>To use spacing between words that reflects the size of the letters.</li><li>To begin to use the diagonal and horizontal strokes needed to join letters.</li></ul>	<ul style="list-style-type: none"><li>To write about real events. To write simple poetry.</li><li>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</li><li>To encapsulate what they want to say, sentence by sentence.</li><li>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li><li>To reread to check that their writing makes sense and that the correct tense is used throughout.</li><li>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li></ul>	<ul style="list-style-type: none"><li>fiction and non-fiction structures.</li><li>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experience</li><li>To read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul>
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# Wallace Fields Infant School & Nursery

## Writing Progression Overview

			misspellings).				
TAF Statements	Segments spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.	Spell some common exception words.	Adds suffixes to spell most words correctly in their writing, eg. -ment, -ness, -ful, -less, -ly.	Demarcate some sentences with capital letters and full stops.	Forms lower-case letters in the correct direction, starting and finishing in the right place.	After a discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional).	
WTS	Segments spoken words into phonemes and represent theses by graphemes, spelling many correctly and making phonically plausible attempts at others.	Spelling many common exception words.		Use present and past tense mostly correctly and consistently*	Forms lower-case letters of the correct size relative to one another in some of the writing.	Writes simple, coherent narratives about personal experiences and those of others (real or fictional).	
EXP				Uses co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.	Uses spacing between words.	Writes about real events, recording these simply and clearly.	
GD				Demarcates most sentences in their writing with capital letters and full stops and use question marks correctly when required.	Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters*	Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.	
				Uses the punctuation taught at Key Stage One mostly correctly (commas in list, possessive apostrophe, capital letters, full stops, question marks, exclamation marks).	Uses spacing between words that reflects the size of the letters.	Makes simple additions, revisions and proof-reading corrections to their own writing.	
					Uses spacing between words.		
					Use the diagonal and horizontal strokes needed to join some letters in their writing.		