Reinwood Infant and Nursery School

Writing Progression Map

Early Years Framework/National Curriculum

	EYFS	Year 1	Year 2
Spoken Language	**Listening, Attention and Understanding ELG:** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversations when engaged in back and forth exchanges with their teacher and peers. **Speaking ELG:** • Participate in small group, class and one to one discussions, offering their own ideas, using recently developed vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including past, present and future tenses and making conjunctions, with modelling and support from their teacher.	• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play/improvisations and debates • Gain, maintain and monitor the interest of the listener(s) • Select and use appropriate registers for effective communication	• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Use relevant strategies to build their vocabulary • Articulate and justify answers, arguments and opinions • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently with an increasing command of Standard English • Participate in discussions, presentations, performances, role play/improvisations and debates • Select and use appropriate registers for effective communication

Spoken Language (cont)	**Key skills and knowledge summary** • The ability to listen and respond to adults and other children. • The development of vocabulary from books, adult modelling and from each other. • The ability to use that vocabulary effectively and with confidence. • Using speech to predict and explain ideas. • Using speech to ask effective questions to clarify their understanding. **Cross curricular links with Expressive Arts and Design** • Invent, adapt and recount narratives and stories with peers and their teacher • Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others		• · writing for different purposes • - consider what they are going to write before beginning by: • · planning or saying out loud what they are going to write about • · writing down ideas and/or key words, including new vocabulary • · encapsulating what they want to say, sentence by sentence • - make simple additions, revisions and corrections to their own writing by: • · evaluating their writing with the teacher and other pupils • · 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 • · proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear.

Writing Composition	Children at the expected level of development (ELG) will: • Write simple phrases and sentences that can be read by others. **Key skills and knowledge summary** • The ability to write for a purpose and for pleasure.	• Write sentences by saying out loud what they are going to write about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-reading what they have written to check it makes sense • Discuss what they have written with the teacher or other pupils • Read their writing aloud, clearly enough to be heard by their peers and the teacher	Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry

Writing- vocabulary, grammar, punctuation		Develop their understanding of the concepts set out in English Appendix 2 (see link) • Leave spaces between words • Join words and join clauses using "and" • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use a capital letter for names of people, places, days of the week and the personal pronoun "I" • Learning the grammar for Year 1 in National Curriculum in English Appendix 2 (See link) • Use the grammatical terminology in in National Curriculum in English Appendix 2 (See link) in discussing their writing	Develop their understanding of the concepts set out in English Appendix 2 (see link) by: • learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently, including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English appendix 2 (see link) • some features of written Standard English • use and understand the grammatical terminology in English appendix 2 (see link) in discussing their writing

Writing Transcription/Spelling	Children at the expected level of development (ELG) will: • Spell words by identifying sounds in them and representing the sounds with a letter or letters **Key skills and knowledge summary** • The ability to recognise, pronounce and use letters and sounds in writing.	Spelling see National Curriculum Appendix 1 (see link) • Spell words containing the Phase 3 phonemes • Spell common exception words and days of the week • Name the letter of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes: • Using the spelling rule for adding –s, -es as the plural marker for nouns and the third person singular marker for verbs • Using the prefix un- • Using the spelling rules for -ing, -ed, -est where no change is needed to root words (e.g., helping, helped, helper, eating, quicker, quickest) • Write from memory simple sentences dictated by the teacher using the half termly focus phonemes and key exception words taught • Apply simple spelling rules (See English appendix 1 in the English National Curriculum) • Write from memory simple sentences dictated by the teacher that includes words using the GPC's and common exception words taught so far.	Spelling see National Curriculum Appendix 1 (see link) • Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Spell by learning new ways of spelling phonemes for which 1 or more spellings are already known and learn some words with each spelling, including a few common homophones. • Learning to spell some common exception words • Learning to spell more words with contracted forms • Learning the possessive apostrophe (singular) e.g. The girl's book. • Distinguishing between homophones and near homophones • Add suffixes to spell longer words including – ment, -ness, -ful, -less, -ly • Apply simple spelling rules and guidance (See English appendix 1 in the English National Curriculum) • Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far

Handwriting	Children at the expected level of development (ELG) will: • Write recognisable letters, most of which are correctly formed. **Key skills and knowledge summary** • The ability to hold and use mark-making tools with confidence and ability. **Cross -curricular links with PE:** • Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. • Begin to show accuracy and care when drawing (pencil control)	• Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letter • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these	• 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, when adjacent to one another, are best left unjoined • 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.