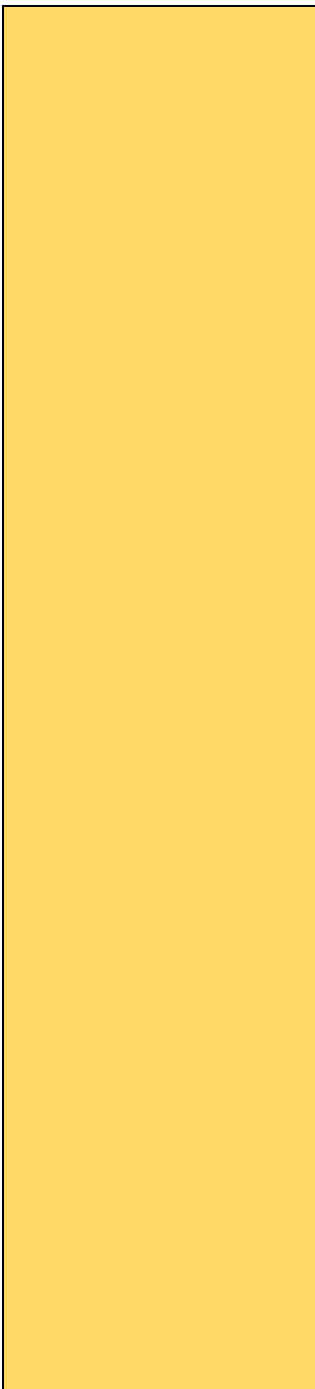


Elizabeth Woodville Primary School
Progression in Writing FS and KS1

	Foundation Stage	Year 1	Year 2
<p>Writing – transcription Handwriting Writing – composition Writing – vocabulary, grammar and punctuation</p>	<p>During Foundation Stage, phonics and reading are a main focus during English teaching.</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>	<p>Pupils’ writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.</p> <p>Pupils entering year 1 who have not yet met the early learning goals for literacy will continue to follow our curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils will follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum.</p> <p>Teachers ensure that their teaching develops pupils’ oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.</p>	<p>In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.</p> <p>As regards spelling in Year 2, pupils will learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the ‘le’ ending in table. Pupils will develop their motor skills to ensure they can write down ideas that they may be able to compose orally. Pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.</p> <p>For pupils who do not have the phonic knowledge and skills they need for year 2, teachers will use the year 1 programmes of study for word reading and spelling so that pupils’ word reading skills catch up. However, teachers will use the year 2 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.</p>

	Foundation Stage	Year 1	Year 2
Writing- Transcription	<p>Pupils are taught to:</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Pupils are taught to:</p> <p>Spell:</p> <ul style="list-style-type: none"> - Words containing each of the 40 + phonemes already taught - Common exception words - Days of the week <p>Name the letters of the alphabet:</p> <ul style="list-style-type: none"> - Naming the letters of the alphabet in order - Using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs - Using the prefix -un - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words <p>Apply simple spelling rules and guidance</p> <p>Write from memory simple sentences dictated by the teacher and include words using the GPCs and common exception words taught so far</p>	<p>Pupils are taught to:</p> <p>Spell by:</p> <ul style="list-style-type: none"> - Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - Learning 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 - Learning to spell common exception words - Learning to spell more words with contracted forms - Learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
Handwriting	<p>Pupils are taught to:</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>Pupils are taught to:</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters and digits 0 – 9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Pupils are taught to:</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters 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 and use spacing between words that reflects the size of the letters.</p>

<p>Writing - composition</p>	<p>Pupils are taught to:</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Pupils are taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> - Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentences to form short narratives - Re-reading what they have written to check that it makes sense <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - Planning or saying out loud what they are going to write about <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Pupils are taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - Writing narratives about personal experiences and those of others (real and fictional) - Writing about real events - Writing poetry - Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - 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 <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - 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 <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>
<p>Writing – vocabulary, grammar and punctuation</p>	<p>Pupils are taught to:</p> <p>Develop their understanding of the concepts set on in the Statutory Framework for the Early Years Foundation Stage by:</p> <ul style="list-style-type: none"> - Beginning to punctuate a sentence by using a capital letter and a full stop <p>Understanding that words need to be separated by a finger space</p>	<p>Pupils are taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2* in the National Curriculum Programme of Study by:</p> <ul style="list-style-type: none"> - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Using a capital letter for names of people, places days of the week and the personal pronoun 'I' <p>Leaving spaces between words</p> <p>Joining words and joining clauses using 'and'</p>	<p>Pupils are taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 of the National Curriculum Programme of Study by:</p> <ul style="list-style-type: none"> - Learning how to use both familiar and new punctuation correctly including capital letters, full stops, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive singular <p>Learn how to use:</p> <ul style="list-style-type: none"> - Sentences with different forms: statement, question, exclamation, command - Expanded noun phrases to describe and specify



- Learning the grammar for year 1 in English Appendix 2* in the National Curriculum Programme of Study
- Using the grammatical terminology in English Appendix 2* in the National Curriculum Programme of Study

*Detail of Content:

Word	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]
Sentence	How words can combine to make sentences Joining words and joining clauses using and
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I

- The present and past tenses correctly and consistently including the progressive form
 - Subordination and co-ordination
 - The grammar for Year 2 as set out in English Appendix 2 of the National Curriculum Programme of study
 - Some features of written Standard English
 -
- Use and understand the grammatical terminology in English Appendix 2 of the National Curriculum Programme of Study in discussing their writing

*Detail of Content:

Word	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs
Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of 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 [for example, she is drumming, he was shouting]
Punctuation	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 [for example, the girl’s name]

		Terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	Terminology	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma