Writing Skills Progression Map EYFS and Ks1 November 2020

**Core skills – Intention of learning** (with key skills from Long term planning underneath)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EYFS** | **Transcription including Handwriting**  To present neatly | **Composition**  To write with purpose  To use imaginative description  To organise writing appropriately  To use paragraphs  To use sentences appropriately | **Vocabulary, Grammar, Punctuation**  To punctate accurately  To use the correct grammar and standard English  To use a wide range of vocabulary purposefully | **Spelling**  To spell correctly |
| 30 – 50 months  40 – 60 months    Early Learning Goals | 30-50 months   * Draws lines and circles using gross motor movements. * Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. * Holds pencil between thumb and two fingers, no longer using whole-hand grasp. * Holds pencil near point between first two fingers and thumb and uses it with good control. * Can copy some letters, e.g. letters from their name.   40-60 months   * Uses simple tools to effect changes to materials. * Handles tools, objects, construction and malleable materials safely and with increasing control. * Shows a preference for a dominant hand. * Begins to use anticlockwise movement and retrace vertical lines. * Begins to form recognisable letters. * Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.   Early Learning Goals   * Children show good control and co-ordination in large and small movements. * They move confidently in a range of ways, safely negotiating space. * They handle equipment and tools effectively, including pencils for writing. | 30-50 months   * Sometimes gives meaning to marks as they draw and paint. * Ascribes meanings to marks that they see in different places.   40-60 months   * Gives meaning to marks they make as they draw, write and paint. * Begins to break the flow of speech into words. * Continues a rhyming string. * Hears and says the initial sound in words. * Can segment the sounds in simple words and blend them together. * Links sounds to letters, naming and sounding the letters of the alphabet. * Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. * Writes own name and other things such as labels, captions. * Attempts to write short sentences in meaningful contexts   Early Learning Goals   * Children use their phonic knowledge to write words in ways which match their spoken sounds. * They also write some irregular common words. * They write simple sentences which can be read by themselves and others. * Some words are spelt correctly and others are phonetically plausible. | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **By the end of Year 1** | **Transcription including Spelling**  To spell correctly | **Handwriting**  To present neatly | **Composition**  To write with purpose  To use imaginative description  To organise writing appropriately  To use paragraphs  To use sentences appropriately | **Vocabulary, Grammar, Punctuation**  To punctuate accurately  To use the correct grammar and standard English  To use a wide range of vocabulary purposefully |
|  | * I can write the 40 or more letters (or groups of letters/’special friends’) I have been taught when I hear them * I can spell words containing each of the letter sounds I have been taught (using Fred Fingers) * I can spell words by picking out the sounds. * I can spell unusual words   correctly (common exception words).   * I can spell the days of the week. * I can names the letters of the alphabet * I can name the letters   of the alphabet in order.   * I can use letter names to distinguish between alternative spellings of the same sound.   *I can add some prefixes and suffixes:*   * I use word endings such as -s and -   es to change a word (both for plurals and verbs eg she jumps, she goes) .   * I know how to add un- at the   beginning of a word to create a new word.   * I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper (with no change to root word). * I can spell words correctly by using the rules I have been taught from my Year 1 spelling list **(see English Appendix 1: spelling).** * I can write out a sentence told to me by my teacher (which includes the GPCS and common exception words taught) | * When writing, I sit and hold a pencil comfortably and correctly. * I can write most of my letters correctly, starting and finishing in the right place. * I can write capital letters correctly. * I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly * I can tell you how some letters are similar and can be put into groups (handwriting families). * I can practise my handwriting family letters together * I am beginning to learn some of the diagonal and horizontal strokes to join letters. | * Before I write a sentence, I can say out loud what I am going to write about. * I can think of, say and rehearse a sentence before I write it. * I can order my sentences to make a short story (sequence a narrative). * I can re-read my sentence and check that it makes sense. * I can talk about my writing with my teacher or children in my class. * I can read aloud my own writing so that children in my class and the teacher can hear and understand me. * I can write sentences on my own. | * When I write, I leave spaces   between my words.   * I can join words and clauses using ‘and’. * I am beginning to use capital letters, full stops, question marks or exclamation marks in my writing. * I can use a capital letter for the names of people, places, the days of the week and when I use the personal pronoun ‘I’. * I can use the correct grammatical terms and rules from **National Curriculum Appendix 2**: * I understand these **words**: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark. * I can recognise and use these **words/terms**:   **Plural, noun suffixes,** *(e.g. dog, dogs; wish, wishes-see below)* **suffixes, verbs, prefix (un-)adjectives, words, sentences, clauses, pronoun (personal pronoun I)**   * I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes. * I can add suffix endings such as -ing, -er, est and -ed to words to make new words (no change to the root word).      * I understand how adding the prefix un- to the beginning of some words changes the word to mean the opposite. * I know words can be put together to make sentences. * I can join words and clauses using ‘and’ * I can order sentences to make a short piece of writing (short narrative). |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **By the end of Year 2** | **Transcription including Spelling**  To spell correctly | **Handwriting**  To present neatly | **Composition**  To write with purpose  To use imaginative description  To organise writing appropriately  To use paragraphs  To use sentences appropriately | **Vocabulary, Grammar, Punctuation**  To punctuate accurately  To use the correct grammar and standard English  To use a wide range of vocabulary purposefully |
|  | **Teachers should also refer to the National Curriculum Appendix 1**  **I can spell words correctly by:**   * breaking down spoken words into their sounds and spelling many of these correctly * I can learn **new** ways of spelling sounds, by starting with words I already know how to spell (*learning new ways of spelling phonemes for which one or more spellings are already known, including common homophone*s) * learning to spell words that do not follow a usual spelling pattern (common exception words). * learning to spell words which have been shortened (*apostrophes for contraction e.g. don’t*) * learning to spell words which use an apostrophe to show possession (***singular*** *possession e.g. the girl’s book*) * I can show I know the difference between homophones and near-homophones in my spelling (*one/won; quite/quiet*) * learning to spell longer words by adding the suffixes -ment, -ness, -ful, -less, -ly to them. * spelling more words by using the 'rules' I have been taught in Key Stage 1 (***Spelling appendix 1 – year 2 spelling list)*** * writing the correct spellings and punctuation in simple sentences I hear my teacher say from my year 2 spelling list *( from taught GPCs, common exception words and punctuation)* | * I can correctly write lower-case letters and check they are the correct size compared with other letters in my writing. * I can use some of the diagonal and horizontal strokes I need to join some letters. * I know which letters, when they are next to one another, are best left unjoined. * I can write capital letters and numbers the right way up and the correct size compared to each other and lower case letters. * I can use spacing between words that fits with the size of the letters. | *I have been encouraged to develop a positive attitude and to persevere with my writing:*   * I can write a longer piece of text in one go (*develop stamina.* * *I can write* sentences (narratives) about things **I have done** and things that **others have done** (real and fictional) * I am able to write about real **events** that have happened. * I can write my own poems. * I can write for different purposes.   *Before I start my writing:*   * I can plan my writing by writing down, or talking about, what I want to write. * I can plan my writing by writing down ideas and/or important words I want to use. * I can plan my writing by writing down my ideas or talking about them for each sentence. * I can change my writing and make corrections after I have spoken to a teacher or another child about it. * I can check my work by reading it through to make sure it makes sense and that I have used the right verbs all the way through, to show time *(using the correct tenses correctly and consistently*). * I can proof read my work, checking for spelling, punctuation and grammar mistakes, and sometimes choose better words. * I can read my work aloud with confidence using the tone of my voice to make the meaning clear. | *I have been taught to develop my understanding of the ideas in English National Curriculum Appendix 2 (to which teachers should refer)because*:   * I can use familiar and new punctuation correctly in my writing, including full stops, capital letters, exclamation marks and question marks. * I can use commas correctly when making a list of things. * I can use an apostrophe to show where some letters are missing from a word (contracted forms e.g. I’ll) * I can use an apostrophe to show when something belongs to someone (*singular possessive e.g the girl’s hair*). * I am learning how to use sentences with different forms: **question, command, exclamation or a statement.** * I can write more interesting and specific sentences by adding description. (*expanded noun phrase e.g. the blue butterfly; plain flour)* * I can use the correct tenses throughout my writing (*past and present*) * I can use the correct verb form to show actions in progress in both the present and past *(present and past progressive forms e.g. she is drumming, he was shouting*). * I can use these subordinating conjunctions words in my writing: **when, if, that, because** * I can use these co-ordinating conjunctions in my writing: **or, and, but** * I can use some features of standard written English.   (**As in Appendix 2) I can use the correct grammar terms I have been taught :**   * I can recognise and use these terms: **noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma**. * I understand these terms: **nouns, suffixes, adjectives, adverbs, subordination, noun phrases, present tense, past tense, progressive form of verbs in the past and present, sentences, apostrophes** * When I discuss my writing, I can   use the correct Year 2 grammar (as  set out in my Year 2 grammar list: Appendix 2).  **(As in Appendix 2) I can use the correct grammar I have been taught:**   * I can make new nouns by using the suffixes -ness and -er *(e.g. happiness, farmer*) and by joining two words together by compounding *(e.g.superman or whiteboard).* * I can add -ful and -less to words to make adjectives (ALSO SEE SPELLING APPENDIX 1 FOR MORE) * I know what changes happen to the meaning of words (adjectives) when I add -er, -est to them. * I know I can turn adjectives into adverbs by adding -ly to words. |