Writing Skills Progression Map EYFS and Ks1 November 2020

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

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| **EYFS**  | **Transcription including Handwriting**To present neatly | **Composition** To write with purposeTo use imaginative descriptionTo organise writing appropriately To use paragraphsTo use sentences appropriately | **Vocabulary, Grammar, Punctuation** To punctate accuratelyTo use the correct grammar and standard EnglishTo use a wide range of vocabulary purposefully | **Spelling** To spell correctly |
| 30 – 50 months40 – 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.
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| **By the end of Year 1**  | **Transcription including Spelling**To spell correctly | **Handwriting** To present neatly | **Composition** To write with purposeTo use imaginative descriptionTo organise writing appropriately To use paragraphsTo use sentences appropriately | **Vocabulary, Grammar, Punctuation** To punctuate accuratelyTo use the correct grammar and standard EnglishTo 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).
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| **By the end of Year 2** | **Transcription including Spelling**To spell correctly | **Handwriting** To present neatly | **Composition** To write with purposeTo use imaginative descriptionTo organise writing appropriately To use paragraphsTo use sentences appropriately | **Vocabulary, Grammar, Punctuation** To punctuate accuratelyTo use the correct grammar and standard EnglishTo 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.
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