

East Preston Infant School

Writing Progression Overview



Intent:

At East Preston Infant School, we believe that Writing is an important part of a child's development and transition into adulthood. We aim for the children to become confident writers who can communicate effectively in a range of genres.

Implementation:

Daily writing lessons using The Write Stuff approach builds pupils' confidence with developing an understanding of sentence structure, organisation of ideas and cohesion, in order that a child will be able to understand the individual elements of the whole piece that they are composing.

Our half termly units are themed around inspiring and engaging core texts in key writing formats such as poetry, traditional tales and non-chronological reports. The acquisition of skills is developed through the use of 'writing lenses'. Alongside this, rich language development is grown through the 'Together Talk' and 'Grandma Fantastic' word building in Reception and 'Word Nets' in Key Stage 1.

Children are taught handwriting, spelling patterns and high frequency words through the DfE validated Monster Phonics programme (see Reading Progression). In Reception children are taught to accurately form letters, progressing to pre-cursive in Year 1 and cursive in Year 2.

Intended Impact:

Through Writing, our children will:

- Become happy, confident writers who have developed the key skills and knowledge necessary for the next stage of their learning
- Take pride in their writing
- Be able to write clearly, imaginatively, spell accurately and adapt their language and style for a range of contexts

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
Reception Emerging ELG	Use some of their print and letter knowledge in their early writing Spell words by identifying the sounds and then writing the sounds with letter/s Spell words by identifying sounds in them and representing the sounds with a letter or letters	Write some common exception words		Use some of their letter knowledge in their early writing Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Connect one idea or action to another using A range of connectives (Communication and Language)	Use their core muscle strength to achieve a good posture when sitting at a table (Physical Development) Use a comfortable pen grip (tripod grip) with good control when holding pens and pencils (Physical Development) Show a preference for a dominant hand (Physical Development) Develop the foundations of a handwriting style	Use longer sentences of four to six words (Communication and Language) Articulate their ideas and thoughts in well-formed sentences (Communication and Language) Write some or all of their name Write short sentences with words with known sound-letter correspondences using	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions (Communication and Language) Use new vocabulary through the day (Communication and Language) Write simple phrases and

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				<p>Write simple phrases and sentences that can be read by others</p> <p>Express their ideas and feelings about their experiences using full Sentences, including use of past, present, and future tenses (Communication and Language)</p>	<p>which is fast, accurate and efficient (Physical Development)</p> <p>Write some letters accurately</p> <p>Form lower-case and capital letters correctly</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Hold a pencil effectively in preparation for fluent writing-using the tripod grip (Physical Development)</p>	<p>a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense</p> <p>Develop storylines in their pretend play (Expressive Arts and Design)</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>sentences that can be read by others</p>
Reception Key Vocabulary:	Word, letter, alphabet, letter name, phoneme, grapheme, sound, rhyme, digraph, trigraph, sound button	Tricky words, tricky letters, exception words, words that we know		Capital letter, full stop, finger space	Finger space, letter form,	Check, spelling, re-read, makes sense	Names, labels, captions, list, message, letter, postcard, recipe
Year One Deepening understanding	<p>Know all letters of the alphabet and the sounds which they most commonly represent</p> <p>Recognise consonant digraphs which have been taught and the sounds which they represent</p> <p>Recognise vowel digraphs which have been taught and the sounds which they represent</p> <p>Recognise words with adjacent consonants</p> <p>Accurately spell most</p>	<p>Spell all y1 common exception words correctly</p> <p>Spell days of the week correctly</p>	<p>Recognise and use the terms letter, capital letter, word, singular, plural, sentence, Punctuation, full stop, question mark and exclamation mark</p> <p>Use the spelling rules for adding plurals -s and -es correctly</p> <p>Use the prefix 'un-' accurately</p> <p>Successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words</p>	<p>Write from memory simple sentences dictated by the teacher</p> <p>Use the joining word (conjunction) 'and' to link ideas and sentences</p> <p>Begin to form simple compound sentences</p> <p>Use capital letters for names, places, the days of the week and the personal pronoun 'i'</p> <p>Leave spaces between words</p> <p>Use full stops to end sentences</p>	<p>Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency</p> <p>Sit correctly at a table, holding a pencil Correctly</p> <p>Form 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>Maintain consistency of size and spacing of digits</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Reread their writing to check that it makes sense and to independently begin to make changes</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher</p>	<p>Write about personal experiences and real events</p> <p>Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices</p> <p>Start to engage readers by using adjectives to describe</p> <p>Maintain a range of text structures</p>

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	<p>words containing the 40+ previously taught phonemes and gpcs</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell some words in a phonically plausible way, even if sometimes incorrect</p> <p>Apply y1 spelling rules</p>		<p>Spell simple compound words</p> <p>Read words that they have spelt</p> <p>Take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</p> <p>Apply spelling rules independently in their own writing with increasing accuracy</p>	<p>Begin to use question marks and exclamation marks</p> <p>Use some punctuation and grammar beyond year 1 expectation</p> <p>Use capital letters, full stops, question marks to demarcate sentences with different functions</p>	<p>and letters throughout their writing</p>	<p>Use adjectives to describe</p> <p>Begin to demonstrate an understanding of features of different text types, with some independent choices being made accordingly</p> <p>Independently sustain ideas across short narratives</p>	<p>across independent writing</p> <p>Begin to realise that using a wider variety of conjunctions and adjectives is more interesting for the reader</p>
Year One Key Vocabulary:	<p>All: Build on Reception vocab</p> <p>Most: split-digraph, consonant, vowel</p>		<p>Most: plural, root, prefix, suffix</p>	<p>All: and, capital letter, full stop, sentence</p> <p>Most: connectives, question mark, exclamation mark, noun</p> <p>Some: pronoun</p>	<p>Most: direction, cursive</p> <p>Some: ascender, descender</p>	<p>All: sentence, sequence</p> <p>Most: edit, adjective, narrative</p>	<p>All: audience, vocabulary</p> <p>Most: adjective</p>
Year Two <i>Deepening understanding</i>	<p>Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>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</p> <p>Apply further y2 spelling rules and guidance</p>	<p>Spell all y1 and most y2 common exception words correctly</p>	<p>Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma</p> <p>Add suffixes to spell most words correctly in their writing</p> <p>spell more words with contracted forms</p> <p>Learn the possessive singular apostrophe</p>	<p>Use the present tense and the past tense mostly correctly and consistently</p> <p>Form sentences with different forms: statement, question, exclamation, command</p> <p>Use some features of written Standard English</p> <p>Using co-ordination (or/and/but)</p> <p>Use some subordination (when/if/ that/because)</p> <p>To use expanded noun phrases to describe and specify</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Form lower case letters of the correct size, relative to one another</p> <p>Use spacing between words that reflects the size of the letters</p> <p>begin to use the diagonal and horizontal strokes needed to join letters</p>	<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write simple poetry</p> <p>Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Reread to check that their writing makes</p>	<p>Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p>Use new vocabulary from their reading, their discussions about it and from their wider experiences</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>

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			<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> <p>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</p> <p>Self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings)</p>	<p>use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <p>-capital letters, full stops, question marks and exclamation marks;</p> <p>-commas to separate lists;</p> <p>-apostrophes to mark singular possession and contractions</p>		<p>sense and that the correct tense is used throughout</p> <p>Proofread to check for errors in spelling, grammar and punctuation</p> <p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p>	
<p>Year Two Key Vocabulary:</p>	<p>All: Build on Year 1 vocab</p> <p>Most: homophone</p> <p>Some: alternative sounds</p>		<p>All: Build on Year 1 vocab</p> <p>Most: contraction, singular</p> <p>Some: contracted, possession, possessive</p>	<p>All: Build on Year 1 vocab; but, because, so, that, when, if, or</p> <p>Most: present tense, past tense, statement, exclamation, question, command, conjunction, expanded noun phrase, noun phrase, comma, apostrophe</p> <p>Some: co-ordination, subordination</p>		<p>All: Build on Year 1 vocab; poem, real</p> <p>Most: tense, punctuation, fictional</p>	<p>All: Build on Year 1 vocab</p> <p>Most: purpose, non-fiction, fiction</p> <p>Some: intonation</p>

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National Curriculum

The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting language and style for a range of contexts, purposes and audiences
- Use discussion in order to learn
- Are competent in the arts of speaking and listening

Assessment

- Teachers view children writing regularly and make on-going assessments against the learning intention.
- Independent writing sequence sections of each of The Write Stuff modules are used to assess understanding of the genre covered and progress against writing progression steps.
- In Key Stage 1 a specific independent writing task is given through the No More Marking assessment platform where children's work is compared to other schools nationally.