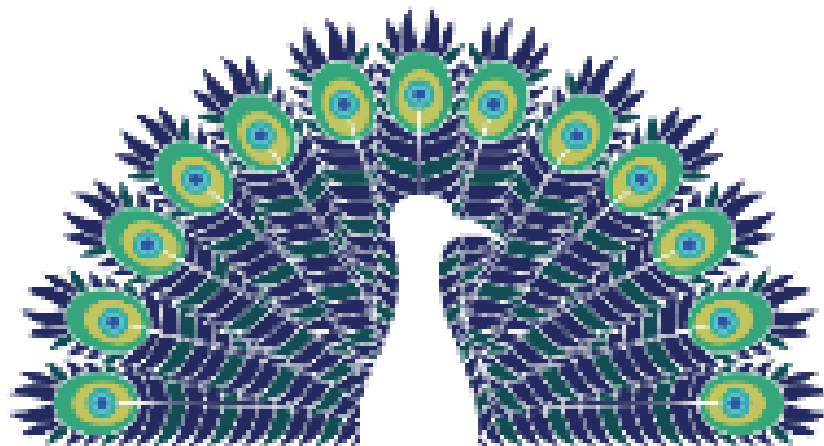


James Peacock Infant and Nursery School  
Writing Progression Overview.



**James Peacock**  
**Infant & Nursery School**

# James Peacock Infant and Nursery School

## Writing Progression Overview.

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
<b>Nursery</b>	Children in the nursery work on introducing recognition of print and linking RWI picture to the letter sound from summer term.						Children in the nursery will talk about their play and things around them using some vocabulary learnt from adults.
<b>Nursery Key Vocabulary: name (own name), letter, word</b>							
<b>Reception</b>  30 – 50 40 – 60 ELG	To continue a rhyming string.  To hear and say the initial sound in words.  To segment the sounds in simple words and blend them together.  To link sounds to letters, naming and sounding the letters of the alphabet.  To use their phonic knowledge to write words in ways which match their spoken sounds.	To write some irregular common words.		To begin to understand 'why' and 'how' questions.  To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.  To use a range of tenses in speech (e.g. play, playing, will play, played).  To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').  To answer 'how' and 'why' questions about their experiences and in response to stories or events.  To use past, present and future forms accurately when talking about events	To draw lines and circles using gross motor movements.  To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.  To hold a pencil near point between first two fingers and thumb, and use it with good control.  To copy some letters, e.g. letters from their name.  To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  To show a preference for a dominant hand.  To begin to use anticlockwise movement	To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).  To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'  To link statements and stick to a main theme or intention.  To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To use vocabulary focused on objects and people that are of particular importance to them.  To build up vocabulary that reflects the breadth of their experiences.  To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  To use language to imagine and recreate roles and experiences in play situations.  To express themselves effectively, showing awareness of listeners' needs.

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				<p>that have happened or are to happen in the future.</p> <p>To write simple sentences which can be read by themselves and others</p>	<p>and retrace vertical lines.</p> <p>To begin to form recognisable letters.</p> <p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>To show good control and coordination in large and small movements.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p>	<p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible</p>	
<b>Reception Key Vocabulary:</b>	<p>word, letter, alphabet, letter names (a-z)</p> <p>phoneme, grapheme, rhyme, sound, digraph, trigraph</p>				<b>finger space</b>		
<b>Year One</b>	To know all letters of the alphabet and the sounds which they	To spell all Y1 common exception words correctly.	To recognise and use the terms letter, capital	To use simple sentence structures.	To write lower case and capital letters in the correct direction, starting	To say out loud what they are going to write about.	To use a number of simple features of different text types

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	<p>most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance – SEE Y1 PHONICS/SPAG MTP</p>	<p>To spell days of the week correctly.</p>	<p>letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p> <p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p> <p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks</p>	<p>and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>
<p><b>Year One Key Vocabulary:</b></p>	<p><b>Build on Reception vocab</b></p> <p><b>split-digraph</b></p>		<p><b>plural, root</b></p> <p><b>prefix, suffix</b></p>	<p><b>and, capital letter, full stop, sentence</b></p> <p><b>connectives, question mark,</b></p>	<p><b>Letter families linked to RWI handwriting policy.</b></p>	<p><b>adjective</b></p> <p><b>narrative</b></p>	<p><b>adjective</b></p>

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	consonant, vowel			exclamation mark : pronoun, noun,			
<b>Year Two</b>	<p>To 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>To 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 (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance.</p>	To spell most Y1 and Y2 common exception words correctly.	<p>To 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>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly. To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To 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>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-</p>	<p>To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p> <p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly)</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including: -capital letters, full stops, question marks and exclamation marks; -commas to separate lists; -apostrophes to mark singular possession and contractions.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>

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			<p>syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>			<p>sentences are punctuated correctly).</p>	
<p><b>Year Two Key Vocabulary:</b></p>	<p>Build on Year 1 vocab</p> <p>homophone</p> <p>alternative sounds</p>		<p>Build on Year 1 vocab</p> <p>contraction, singular</p> <p>contracted, possession, possessive</p>	<p>Build on Year 1 vocab</p> <p>but, because, so, that, when, if, or</p> <p>present tense, past tense, statement, exclamation, question, command, conjunction, expanded noun phrase, noun phrase, comma, apostrophe</p> <p>co-ordination, subordination</p>	<p>Diagonal and horizontal strokes</p>	<p>Build on Year 1 vocab</p> <p>poem, real</p> <p>tense, punctuation, fictional</p>	<p>Build on Year 1 vocab</p> <p>purpose, non-fiction, fiction</p> <p>intonation</p>
<p><b>TAF Statements</b></p> <p><b>WTS</b></p> <p><b>EXP</b></p> <p><b>GD</b></p>	<p>Segments spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.</p> <p>Segments spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonically plausible attempts at others.</p>	<p>Spell some common exception words.</p> <p>Spelling many common exception words.</p> <p>Spells most common exception words.</p>	<p>Adds suffixes to spell most words correctly in their writing, eg. -ment, -ness, -ful, -less, -ly.</p>	<p>Demarcate some sentences with capital letters and full stops.</p> <p>Use present and past tense mostly correctly and consistently*</p> <p>Uses co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.</p> <p>Demarcates most sentences in their writing with capital letters and full stops and use</p>	<p>Forms lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Forms lower-case letters of the correct size relative to one another in some of the writing.</p> <p>Uses spacing between words.</p> <p>Forms capital letters and digits of the correct size, orientation and relationship to one</p>	<p>After a discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>Writes simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Writes about real events, recording these simply and clearly.</p> <p>Writes effectively and coherently for different</p>	

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				<p>question marks correctly when required.</p> <p>Uses the punctuation taught at Key Stage One mostly correctly (commas in list, possessive apostrophe, capital letters, full stops, question marks, exclamation marks).</p>	<p>another and to lower-case letters*</p> <p>Uses spacing between words that reflects the size of the letters.</p> <p>Uses spacing between words.</p> <p>Use the diagonal and horizontal strokes needed to join some letters in their writing.</p>	<p>purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>Makes simple additions, revisions and proof-reading corrections to their own writing.</p>	
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*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