

Progression in writing across the year groups

Expected standard

<u>Reception</u> <u>ELG</u>	<u>End of Year 1</u>	<u>End of Year 2</u>										
<ul style="list-style-type: none">Children use their phonic knowledge to write words in ways which match their spoken sounds.They also write some irregular common words.They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. <p>*‘expected’ in Writing unusual unless also ‘expected’ for Moving and Handling.</p>	<p>Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:</p> <p>To write sentences in order to create short narratives and non-fiction texts.</p> <p>To use some features of different text types (although these may not be consistent).</p> <p>To reread their writing to check that it makes sense and make suggested changes.</p> <p>To use adjectives to describe.</p> <p>To use simple sentence structures.</p> <p>To use the joining word (conjunction) ‘and’ to link ideas and sentences.</p> <table><tr><td rowspan="5">Has an awareness of:</td><td>capital letters for names, places, the days of the week and the personal pronoun ‘I’.</td></tr><tr><td>finger spaces.</td></tr><tr><td>full stops to end sentences.</td></tr><tr><td>question marks.</td></tr><tr><td>exclamation marks.</td></tr></table> <p>To spell most words containing previously taught phonemes and GPCs accurately.</p> <p>To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).</p> <p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix ‘un’.</p> <p>To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).</p> <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place.</p> <p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p>	Has an awareness of:	capital letters for names, places, the days of the week and the personal pronoun ‘I’.	finger spaces.	full stops to end sentences.	question marks.	exclamation marks.	<p>Pupil(s) can write a simple, coherent narrative about their own and others’ experiences (real and fictional), after discussion with the teacher:</p> <p>writing about real events, recording these simply and clearly</p> <table><tr><td>demarcating most sentences with:</td><td>capital letters and full stops</td></tr><tr><td>and with use of:</td><td>question marks.</td></tr></table> <p>using present and past tense mostly correctly and consistently</p> <p>using co-ordination (or / and / but)</p> <p>using some subordination (when / if / that / because)</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>spelling many KS1 common exception words*</p> <p>writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>using spacing between words that reflects the size of the letters</p>	demarcating most sentences with:	capital letters and full stops	and with use of:	question marks.
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	finger spaces.											
	full stops to end sentences.											
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Greater Depth

Reception Exceeding	End of Year 1 Greater Depth	End of year 2 Greater Depth
<ul style="list-style-type: none"> Children can spell phonically regular words of more than one syllable. They spell many irregular and high frequency words. They use key features of narrative in their own writing. 	Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:	Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:
	To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.	making simple additions, revisions and proof-reading corrections to their own writing
	To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.	using the full range of punctuation taught at key stage 1 mostly correctly including^:
	To reread their writing to check that it makes sense and independently make changes.	commas to separate items in a list
	To use adjectives to describe (sometimes ambitious beyond the year group).	apostrophes to mark singular possession in nouns and contractions
	To use simple and compound sentence structures.	spelling most common exception words*
	To use the joining word (conjunction) 'and' to link ideas and sentences.	adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly
	Are able to regularly use	using the diagonal and horizontal strokes needed to join letters in most of their writing
	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
	To spell all words containing previously taught phonemes and GPCs accurately.	
	To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).	
	To use -s and -es to form regular plurals correctly.	
	To use the prefix 'un'.	
	To add the suffixes -ing, -ed, -er and -est to root words.	
	To spell simple compound words.	
	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	