

# St Mark's CE Primary School

## Writing Progression Map – EYFS/KS1

2023-2024



EYFS – Development Matters

KS1/KS2 – National Curriculum

KS1/KS2 – Assessment statements (if additional to NC statements)

Spelling				
	Nurs	Rec	Year 1	Year 2
	<p><b>Development Matters</b></p> <p>Use some of their print and letter knowledge in their early writing. E.g write m for mummy.</p> <p>(Literacy – 3-4 year olds)</p>	<p><b>Development Matters (ELG's)</b></p> <p>Spell words by identifying the sound and then writing the sounds with letter or letters</p> <p>(Literacy – Writing)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Spell:                             <ul style="list-style-type: none"> <li>- Words containing each of the 40+ phonemes already taught</li> <li>- Common exception words</li> <li>- The days of the week</li> </ul> </li> <li>- Name the letters of the alphabet:                             <ul style="list-style-type: none"> <li>- Name the letters of the alphabet in order</li> <li>- Using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>- Add prefixes and suffixes:                             <ul style="list-style-type: none"> <li>- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- Using the prefix un–</li> <li>- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> </ul> </li> <li>- Apply simple spelling rules and guidance from Appendix 1</li> <li>- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>- Identify known phonemes in unfamiliar words.</li> <li>- Use syllables to divide words when spelling.</li> <li>- Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</li> <li>- Use the spelling rule for adding s or es for verbs in 3<sup>rd</sup> person singular</li> <li>- Name the letters of the alphabet in order</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Spell by:                             <ul style="list-style-type: none"> <li>- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>- Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>- Learning to spell common exception words</li> <li>- Distinguishing between homophones and near-homophones</li> <li>- Learning the possessive apostrophe (singular)</li> <li>- Learning to spell more words with contracted forms</li> </ul> </li> <li>- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>- Apply spelling rules and guidelines from Appendix 1</li> <li>- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>

## Writing: Composition

	Nurs	Rec	Year 1	Year 2
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Planning writing	<b>Development Matters</b>  Write some letters accurately  (Literacy 3 – 4 year olds)	<b>Development Matters (ELG's)</b>  Write simple sentences which can be read by themselves and others  (Literacy – Writing)	Say out loud what they are going to write about	<ul style="list-style-type: none"> <li>- Develop positive attitudes towards and stamina for writing by:             <ul style="list-style-type: none"> <li>- Writing narratives about personal experiences and those of others (real and fictional)</li> <li>- Writing about real events</li> <li>- Writing poetry</li> <li>- Writing for different purposes</li> </ul> </li> <li>- Consider what they are going to write before beginning by:             <ul style="list-style-type: none"> <li>- Plan or say out loud what they are going to write about.</li> <li>- Write ideas and/or key words including new vocabulary</li> </ul> </li> </ul>
Drafting writing			Composing a sentence orally before writing it Sequencing sentences to form short narratives Sequence sentences in chronological order to recount an event or an experience.	<ul style="list-style-type: none"> <li>- Encapsulating what they want to say, sentence by sentence</li> </ul>
Editing writing			Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils	<ul style="list-style-type: none"> <li>- Make additions, revisions and corrections to their own writing by:             <ul style="list-style-type: none"> <li>- Evaluating their writing with the teacher and other pupils</li> <li>- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>- Proof read to check for errors in spelling, grammar and punctuation (with support)</li> </ul> </li> </ul>
Performing			Read their writing aloud clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear

## Writing: Punctuation and Grammar

	Nurs	Rec	Year 1	Year 2
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Word level	<p><b>Development Matters</b></p> <p>Write some or all of their name.</p> <p>(Literacy – 3-4)</p> <p>Write some letters accurately (Literacy - 3-4)</p>	<p><b>Development Matters (ELG's)</b></p> <p>Write simple sentences which can be read by themselves and others.</p>	<p>Regular plural noun suffixes (-s, -es)</p> <p>Verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>'un' prefix to change meaning of verbs and adjectives</p>	<p>Formation of nouns using suffixes such as -ness, -er and by creating compound words</p> <p>Formation of adjectives using suffixes such as -ful and -less</p> <p>Use of the suffixes -er, -est in adjectives</p> <p>Use of the suffix -ly to turn adjectives into adverbs</p>
			<p>Combine words to make sentences,</p> <p>Joining words and sentences using 'and'</p>	<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Expanded noun phrases to describe and specify e.g. the blue butterfly</p> <p>How the grammatical patterns in a sentence indicate its function as a: statement, question, exclamation, command</p>
			<p>Sequencing sentences to form short narratives</p>	<p>Correct choice and consistent use of the present tense and past tense throughout writing.</p> <p>Use of progressive form of verbs in the present and past tense to mark actions in progress.</p>
			<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letter for names of people, places, the days of the week and the personal pronoun I.</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes for contracted forms and the possessive (singular)</p>
<p>Sentence structure</p>				
<p>Text structures</p>				
<p>Punctuation</p>				
<p>Terminology for pupils</p>			<ul style="list-style-type: none"> <li>capital letter</li> <li>singular</li> <li>plural</li> <li>sentence</li> <li>punctuation mark</li> <li>full stop</li> <li>question mark</li> <li>exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>noun</li> <li>noun phrase</li> <li>conjunction</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> <li>compound</li> <li>suffix</li> <li>adjective, adverb, verb</li> <li>tense (past and present)</li> <li>apostrophe</li> <li>comma</li> </ul>

# Handwriting

	Nurs	Rec	Year 1	Year 2
	<p>Write some letters accurately. (Literacy 3-4)</p> <p>Use a comfortable grip with control when using pens and pencils. (Physical Development 3-4)</p> <p>Show a preference for a dominant hand. (Physical Development 3-4)</p>	<p><b>Development Matters (ELG's)</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (Physical Development – Fine Motor)</p> <p>Write recognisable letters, most of which are correctly formed. (Literacy – Writing)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Sit correctly at a table, holding a pencil comfortably and correctly</li> <li>- Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- Form capital letters</li> <li>- Form digits 0-9</li> <li>- Understand which letters belong to which handwriting 'families' and to practise these</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Form lower-case letters of the correct size relative to one another</li> <li>- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>- Use spacing between words that reflects the size of the letters.</li> </ul>