

Writing Progression Plan

Early Years Framework 2021 Literacy

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Writing. Children at the expected level of development at the end of the EYFS will: -

- ✓ Write recognisable letters, most of which are correctly formed
- ✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters
- ✓ Write simple phrases and sentences that can be read by others.

National Curriculum 2014-What should the children in Year's 1 and 2 be taught?

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Year 1. Pupils should be taught to:

Spelling	Handwriting	Writing Sentences/composition	Using punctuation and grammar
<p>Spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English appendix 1 write from memory simple sentences dictated by the teacher that include words using 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these 	<p>Write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher 	<p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using 'and' beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English appendix 2 use the grammatical terminology in English English appendix 2 in discussing their writing

the GPCs and common exception words taught so far			
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Year 2			
Spelling	Handwriting	Composition	Using vocabulary, grammar and punctuation
<p>Spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 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 learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 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 write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly 	<p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>Learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently, including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English appendix 2

<ul style="list-style-type: none">• apply spelling rules and guidance, as listed in English appendix 1• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far		<p>and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none">• proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)• read aloud what they have written with appropriate intonation to make the meaning clear	<ul style="list-style-type: none">• some features of written Standard English• use and understand the grammatical terminology in English appendix 2 in discussing their writing
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This progression plan has considered the building blocks of progress that are required in writing and has identified the essential skills that pupils will need to be an effective writer.



Key concepts:	Early Years Foundation Stage	Year One	Year Two
Composition Purpose, description, tense, use sentences appropriately, paragraphs	<p>In nursery: Pupils have regular opportunities to join in with songs and nursery rhymes. During their 'Magic of Stories' session, children join in with parts of familiar stories and rhymes. They are encouraged to speak in full sentences and this is modelled by staff.</p> <p>In Reception: Pupils begin to put sounds together to make words, write simple captions or phrases and begin to write simple sentences.</p>	<p>Pupils begin to understand that writing can be used for a purpose and have different opportunities to write for different purposes, for example: stories, character descriptions and poems. They begin to use simple adjectives within their writing (such as colour and size words). Pupils understand that their writing should make sense and begin to re-read their work to check that it makes sense. Pupils write about more than one idea and begin to join sentences together with words like 'and' or 'because'.</p>	<p>Pupils develop their understanding of the purpose of writing by continuing to write in a range of different genres. Pupils use a range of adjectives within their writing and develop their independence by using the class 'Working Wall' to find alternative words to use. Pupils are given opportunities to check, edit and improve their own work. They use a wider range of words to extend and connect their ideas. Pupils begin to understand that their writing can be organised by using paragraphs, headings and subheadings.</p>
Key vocabulary	Sentence	Adjective, sentence, conjunction, past tense, present tense	Adjective, noun-phrase, paragraph, conjunction, adverb, past tense, present tense
Transcription Present, spell, punctuate	<p>In nursery: Pupils have opportunities to develop the fine and gross motor skills required for writing, through play. They have opportunities to mark make using a range of resources and may begin to assign meaning to their marks. Where appropriate, children may begin to start to learn how to write their first name.</p> <p>In Reception: Pupils make phonetically plausible attempts at spelling words using the sounds they have been taught in phonics. They begin to spell some simple tricky words correctly (linked to the phonic phase in which they are being taught). Pupils are taught how to correctly hold their pencil and the correct ways to form letters (in print) using</p>	<p>Pupils formation of letters become more accurate and they write letters that are usually correctly formed and of the correct size. Children continue to develop their letters in print and when appropriate they are taught to form letters in the pre-cursive style. Pupils spell a wider range of tricky words correctly (linked to their current phonic phase). They use their knowledge of phonics to make phonetically plausible attempts at words and understand that there are different graphemes that make the same phoneme. Pupils begin to choose the correct sounds to spell words correctly. They begin to use simple suffixes (ed, ing, est) correctly (where no change is needed to the root word) and begin to use the prefix -un.</p>	<p>Pupils formation of letters in the pre-cursive style is mostly accurate and children are beginning/continuing to join their writing. Pupils spell most high-frequency words correctly and use resources within the classroom to check spellings. Where words are not spelt correctly, pupils make a phonetically plausible attempt. Pupils use suffixes such as: -ment, ness, -ful, -ly to spell longer words correctly. Children's use of capital letters is mostly accurate and they make use of a wider range of punctuation including exclamation marks, question marks, commas and apostrophes.</p>

	the Little Wandle Letters and Sounds handwriting phrases. They begin to write recognisable letters, some of which are correctly formed.	Pupils understand that capital letters should be used for the start of a sentence, a name and the personal pro-noun 'I' and usually use them correctly. They understand that a sentence ends with a full stop and use them within their writing with developing accuracy. Pupils understand the use of an exclamation mark, question mark and commas and some pupils may begin to apply this to their writing.	
Key vocabulary	Grapheme, phoneme, blend, segment, digraph, letter	Grapheme, phoneme, blend, segment, suffix, pre-fix, root word, vowel, consonant, split digraph, digraph	Suffix, pre-fix, root word, contraction, possessive apostrophe, homophone
How do we teach writing across the school? * Please see the writing sequence document alongside this *	<p>In nursery: Pupils have opportunities to mark make using different resources within the areas of provision and are encouraged to talk about the marks they have made. Where appropriate, pupils will be supported to begin to write their name.</p> <p>In Reception: Pupils have opportunities to develop their writing using a weekly writing structure which is built around a high-quality, age-appropriate text. This begins with an opportunity to develop language through high-quality talk. The children have the opportunity to practise rehearsing a sentence following a story map. Throughout the week the children will have the opportunity to write a sentence (which includes sounds and words matched to their phonic ability).</p>	<p>Children follow a three weekly writing sequence using high-quality texts as a stimulus. In week 1, children imitate a high-quality model (which is closely matched to their phonic ability) where the focus is accuracy. In week 2, children innovate their writing by creating their own plans (based around the model/text from the previous week). Pupils use their plans to independently write their own story. In week 3, children have the opportunity to edit their work from the previous week and publish it following feedback from the teacher.</p>	<p>Children follow a three weekly writing sequence using high-quality texts as a stimulus. In week 1, children imitate a high-quality model where the focus is accuracy. In week 2, children innovate their writing by creating their own plans (based around the model/text from the previous week). Pupils use their plans to independently write their own story/text. In week 3, children have the opportunity to edit their work from the previous week and publish it following feedback from the teacher.</p> <p>Pupils in Year 2 following the same three weekly writing structure as Year 1 but are developing in their levels of independence and building their stamina for writing.</p>