

Progression in Writing at Locks Heath Infant School



Early Years	Year One	Year Two
Transcription		
<p>Continue a rhyming string</p> <p>Hear and say the initial sound in words</p> <p>Segment the sounds in simple words and blend them together</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Give meaning to marks they make as they draw, write and paint</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds</p> <p>Write simple sentences which can be read by themselves and others with some words spelt correctly and others phonetically plausible</p>	<p>Spell words containing the 40+ phonemes already taught</p> <p>Spell common words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet</p> <p>Spell using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes</p> <p>Use the spelling rule for adding -s or -es as the plural marker for nouns</p> <p>Use the 3rd person singular marker for verbs- He drinks/She eats</p> <p>Use the prefix un</p> <p>Use -ing, -ed, er and -est where no change is needed for spelling the root word(For example</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes(Spelling many correctly)</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known , and learn some more words with each spelling, including a few common homophones</p> <p>Learn to spell more common words</p> <p>Learn to spell more words with contracted forms</p> <p>Learn the possessive apostrophe (singular for example, the girl's book</p> <p>Explain the difference between homophones and near homophones</p> <p>Add suffixes to spell longer words -ment, -ness, -ful, -less, -ly</p>

	<p>, helping, helped, helper, eating, quicker, quickest) apply simple spelling rules and guidance(see English Appendix 1)</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and tricky words taught so far</p>	<p>apply spelling rules and guidance(see English Appendix 1) Write from memory simple sentences dictated by the teacher</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>
Handwriting		
<p>Realise tools can be used for a purpose</p> <p>Draw lines and circles using gross motor movements</p> <p>Use one-handed tools and equipment, e.g. makes snips in paper with child scissors</p> <p>Hold a pencil between thumb and two fingers, no longer using whole-hand grasp</p> <p>Hold a pencil near point between first two fingers and thumb, and uses it with good control.</p> <p>Show a preference for a dominant</p>	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To write on lines and show control over letter size</p> <p>Form capital letters</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)</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Continue to use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>

<p>hand</p> <p>Begin to use anticlockwise movement and retrace vertical lines</p> <p>Begin to form recognisable letters</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p> <p>Show good control and co-ordination in large and small movements</p> <p>Move confidently in a range of ways, safely negotiating space</p> <p>Handle equipment and tools effectively, including pencils for writing</p>	<p>Start using some of the diagonal and horizontal strokes needed to join letters</p>	<p>Use spacing between words that reflects the size of the letters</p>
<p>Composition-Composition and effect</p>		
<p>Speak to retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p> <p>Use talk in pretending that objects stand for something else in play,</p>	<p>Say out loud what they are going to write about</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p>	<p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>When planning, write down ideas and/or key words, including new vocabulary</p>

<p>e.g. 'This box is my castle.'</p> <p>Engage in imaginative role play based on own first-hand experiences</p> <p>Build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words</p> <p>Link statements and sticks to a main theme or intention</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduce a storyline or narrative into their play</p> <p>Write own name and other things such as labels, captions</p> <p>Attempt to write short sentences in meaningful contexts</p> <p>Play cooperatively as part of a group to develop and act out a narrative</p> <p>Develop their own narratives and explanations by connecting ideas or events</p>	<p>Select basic ideas and content linked to the purpose of a task</p> <p>Re-read what they have written to check that it makes sense</p> <p>Use simple prepositions</p>	<p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense e.g. verb tense</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use adventurous vocabulary appropriate to task</p> <p>Use a range of prepositions (behind, before, above, along)</p>
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Composition-Text Structure and Organisation

<p>Use vocabulary focused on objects and people that are of particular importance to them</p> <p>Build up vocabulary that reflects the breadth of their experiences</p> <p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Use language to imagine and recreate roles and experiences in play situations</p> <p>Express themselves effectively, showing awareness of listeners' needs</p>	<p>Has an awareness that ideas can be organised into a sequence</p> <p>Sequence sentences to form short narratives</p> <p>Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p>	<p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Use brief opening and ending</p> <p>Appropriately sequences ideas</p> <p>Link related sentences through the use of pronouns and adverbials where appropriate</p>
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Composition-Sentence Structure

<p>Begin to understand 'why' and 'how' questions</p> <p>Question why things happen and gives explanations and asks questions, e.g. who, what, when, how</p> <p>Use a range of tenses in speech (e.g. play, playing, will play, played)</p>	<p>Compose a sentence orally before writing it</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Write a simple sentence starting with a noun/proper noun</p> <p>Write a simple sentence with straight forward subject/ verb agreement</p>	<p>Write questions (beginning with who/ what/ when/ where/ how etc)</p> <p>Write statements</p> <p>Write exclamatory sentences starting with 'what' or 'how'.</p>
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<p>Answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>Write reliably formed simple and compound sentences</p>	<p>Write commands using the imperative form of a verb</p> <p>Use sentences with different forms: statement, question, exclamation, command</p>
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Vocabulary, Grammar and Punctuation

<p>Begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p>Show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</p>	<p>Leave spaces between words</p> <p>Use capital letter for names</p> <p>Use capital letter for the personal pronoun 'I'</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Join words using 'and'</p> <p>Begin to punctuate sentences using a question mark</p> <p>Join clauses using 'and'</p> <p>Use a capital letter for days of the week</p> <p>Begin to punctuate sentences using an exclamation mark</p> <p>Use simple noun phrases (adjective + noun)</p>	<p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use coordinating conjunctions (or/and/but)</p> <p>Write expanded noun phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently</p> <p>Use -ly to turn adjectives into adverbs - slow/ slowly</p> <p>Use subordinating conjunctions (when/ if /that /because)</p> <p>Use commas to separate items in a list</p>
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Use apostrophes to mark where letters are missing in spelling

Use the suffixes -er, -est, in adjectives

Use the progressive form correctly and consistently e.g. he was shouting.

Use apostrophes to mark singular possession in nouns

Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman

Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma

<u>What is a sentence?</u>	<u>Punctuation</u>		<u>Text</u>	<u>Vocabulary</u>	<u>Sentence Starters</u>	<u>Embedded clause</u>
<p>Identify nouns and verbs A sentence needs a noun and a verb</p> <p>Join sentences with and</p> <p>Join sentences with 'because, but and so'</p> <p>Join sentences with a variety of connectives e.g. but, so, because, when, if, while, until, as, since</p>	<p>Leave spaces between words</p> <p>. ABC</p> <p>Know upper and lower case letters for all letters of the alphabet</p> <p>Identify full stops and capital letters</p> <p>Know and correctly form</p>	<p><u>Other forms of punctuation</u></p> <p>Identify and comment on why the author has used ! and ? in texts.</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Begin to use ! and ?</p> <p>Use ! and ? accurately in writing.</p>	<p>Sequence sentences to form short narratives</p> <p>Correct choice and consistent use of present tense and past tense throughout writing (more detail in spelling for Year 2 - Appendix 1)</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress</p>	<p><u>Description Adjectives</u></p> <p>Identify adjectives in texts and comment on their effect</p> <p>Add adjectives from a word bank</p> <p>Add adjectives independently</p> <p>Appropriate adjectives</p> <p>Adjectives that mean different things e.g. not big, giant but giant, windy</p> <p><u>Similes and metaphors</u></p> <p>Identify similes and metaphors in texts and comment on their effect</p> <p>Add similes and metaphors from a word bank</p> <p>Add similes and metaphors but may not be appropriate e.g. tall like a tall person, as green as green paint</p> <p>Add appropriate similes and metaphors e.g. tall like a giant, as green as an emerald</p> <p><u>Powerful verbs</u></p> <p>Identify powerful verbs in texts and comment on their effect e.g. The frog sunk to the bottom of the pond.</p> <p><i>Sunk is better than went because it tells you the frog went quickly.</i></p> <p>"Who are you?" growled the giant.</p> <p>Growled is better than said because it infers that the giant is angry.</p>	<p>Once children have an understanding of the different types of words that can be added to a sentence e.g. adverb, verb etc.</p> <p>Change the order of the sentence.</p> <p>Start with an adverb (how and when), adjective or a where word.</p> <p>The colourful fish darted silently under a rock if a ferocious shark passed by.</p> <p><u>How?</u></p>	<p>Identify embedded clauses in writing and comment on the detail added.</p> <p>Add embedded clauses after generating ideas.</p> <p>Add embedded clauses independently.</p> <p>The boy, who was sitting peacefully, was disturbed by the noisy tractor.</p>

<p>Investigate which connectives can be used to start sentences e.g. if, when, while but not but, until etc. - still need to join to clauses together. Look at how the sentence and clauses swap around. e.g. I will go outside if it stops raining.</p> <p>If it stops raining, I will go outside.</p>	<p>all upper case letters</p> <p>Use full stops and capital letters to demarcate simple sentences.</p> <p>Use capital letters for names and the personal pronoun I</p> <p>Use full stops and capital</p>	<p>Identify and comment on why the author has used , in lists</p> <p>Use commas to separate items in a list</p> <p>Identify and comment on why the author has used apostrophes</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for</p>	<p>[for example, she is drumming, he was shouting]</p>	<p><u>Adverbs</u></p> <p><u>How?</u></p> <p><i>Identify adverbs within a text (starting with -ly, but then other words that tell you how e.g. together).</i></p> <p>Use adverbs in writing from a word bank</p> <p>Use adverbs independently</p> <p>Use adverbs which add more information e.g. not He dashed quickly. - we already know he was going quickly as it says he dashed.</p> <p>He dashed excitedly.</p> <p>Use adverbial phrases e.g. as fast as his legs could carry him, as bright as a star</p> <p><u>When?</u></p> <p><i>Identify words which tell the reader when (time words) e.g. at that moment, just then, after a while.</i></p> <p><i>Use time words selected from a word bank</i></p> <p><i>Use time words independently</i></p> <p>Use a variety of appropriate time words e.g. at that precise moment - if it happened quickly and right then, after a little while - if it was not straight away but took a little time</p> <p><u>Where?</u></p> <p><i>Identify words and phrases that tell the reader where it happened.</i></p> <p>Use words and phrases to tell the reader where e.g. The beautiful fish swam into the underground cave.</p>	<p>Silently the colourful fish darted under a rock if a ferocious shark passed by.</p> <p><u>When?</u></p> <p>Immediately the colourful fish darted under a rock if a ferocious shark passed by.</p> <p><u>Where?</u></p> <p>Amongst the coral, the colourful fish darted silently if a ferocious shark passed by.</p> <p><u>Start with a connective</u></p> <p>If a ferocious shark passed by, the colourful fish darted silently under a rock.</p>	
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<p>Use connectives to start sentences (subordination) and co-ordination (using or, and or but)</p>	<p>letters to demarcate compound sentences.</p> <p>Use capital letters and full stops to demarcate complex sentences.</p>	<p>example, the girl's name]</p> <p>Identify and comment on why the author has used " " and ()</p> <p>Use " " and ()</p>			<p><u>Start with a verb</u> (harder to do and need to know -ing suffix)</p> <p>Darting under the rocks the fish fled away if a ferocious shark passed by.</p>	
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