Writing Progression Grid



	EYFS Skills	Key Stage 1 Skills	
	End of REC Expectations	End of Year 1 Expectations	End of Year 2 Expectations
Phonic & Whole word spelling	**F1** -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. -Write some or all of their name. -Write some letters accurately. **F2** - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known letter-sound correspondences	• spell words containing each of the 40+ phonemes taught • spell common exception words • spell the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound	• 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 • distinguishing between homophones and near-homophones"
Other word building spelling		• 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 • apply simple spelling rules and guidance from Appendix 1	• learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1
Transcription		• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting	Form lower-case and capital letters correctly.	• 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	• 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

		• understand which letters belong to which handwriting 'families' and to practise these	• use spacing between words that reflects the size of the letters."
Contexts for Writing			• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes
Planning Writing		• saying out loud what they are going to write about • composing a sentence orally before writing it	• planning or saying out loud what they are going to write about
Drafting Writing	Re-read what they have written to check that it makes sense	• sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence
Editing Writing		• discuss what they have written with the teacher or other pupils	• evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation
Performing Writing		• 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
Vocabulary		• leaving spaces between words • joining words and joining clauses using "and"	• expanded noun phrases to describe and specify
Grammar		• regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I')	• sentences with different forms: statement, question, exclamation, command • 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) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession
Punctuation	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks,

		• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Grammatical Terminology		letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma