



English: Writing Skills Progression Map (Infants)



Each skill at a glance for each year group so that planning can build on previous knowledge.

(Year 3 included to enable tracking forward) Skills need to be identified on long term and medium-term planning

Skill	Reception	Year 1	Year 2	Year 3
Composition: Text Structure	<p>ELG: Writing</p> <p><i>Children at the expected level of development will:</i></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Plan narratives using simple story maps and non-fiction texts, orally in simple sections.</p> <p>Sequence simple sentences to form a short narrative with a start, middle and end. (Fairy Tales, Fantasy Worlds and Familiar Settings)</p> <p>Put sentences in chronological order to recount an event or experience. (Recounts and information Texts)</p> <p>Use numbers and clearly marked sections to set out instructions as a process.</p> <p>Start sentences through use of time openers such as then, next, after and later etc.</p> <p>Evidence some compound sentences using: and, then or but.</p> <p>Evidence ability to comment both orally and in writing on the different features of fiction and non-fiction text types.</p>	<p>Refer to written planning outlines to show the content in writing.</p> <p>Write a sequenced short story with a clearly defined start, middle and end. (Adventure, Fantasy & Traditional)</p> <p>Sequence instructions using modal verbs and numbers to order.</p> <p>Group related ideas together in sections in non-fiction texts, begin to develop into an awareness of paragraphs. (Non-chronological Reports, Recounts and Information Texts).</p> <p>Develop use of subordination (when, if, that or because) and secure coordination (or, and, or, but) to link words and phrases.</p> <p>Ensure fluency in changes in sentence openers, such as variations between pronouns, subjects and prepositions with a variety of time openers.</p> <p>Explain the features/ differences of instructions, information texts and recounts, within English books or orally in discussion.</p>	<p>Sequence planning through the collection of ideas orally, with a clear structure linked to the text type in developed story maps or under paragraph headings.</p> <p>Write a generally well balanced 5-part narrative where the main conflict/ problem is solved. (Adventure, Mystery and Familiar Settings).</p> <p>Carefully think out endings of narratives.</p> <p>Develop settings, characters and plot through description.</p> <p>Consistently use paragraphs in narrative to link information together in non-fiction text types.</p> <p>Use headings, sub-headings, photographs and illustrations to aid presentation in reports, recounts and instructions.</p> <p>Use conjunctions to express time, place and cause (when, before, after, while, so or because).</p> <p>Use adverbs (then, next, soon, therefore) or prepositions (before, after, during in, because of) within compound sentences.</p> <p>Use the features of the text types covered so far to write for real purposes and audiences across the curriculum.</p> <p>Make use of detailed information about how, where and when steps take place in procedural texts.</p>

				Use imperatives directly or indirectly.
Composition: Punctuation & Grammar	<p>ELG: Writing</p> <p><i>Children at the expected level of development will:</i></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Orally compose sentences before writing down and writing from memory.</p> <p>Re-read writing to check it makes sense.</p> <p>Use capital letters and full stops accurately to demarcate a sentence.</p> <p>Use capital letters for the names of people, places, days of the week and the personal pronoun “I”.</p> <p>Use question or exclamation marks in independent writing.</p>	<p>Consistent use of past and present tenses within all forms of writing (has/had, was/were)</p> <p>Use of the progressive form of verbs to mark actions in progress (she is drumming or he was shouting).</p> <p>Use of statements, questions, exclamations or commands.</p> <p>Consistent use of full stops, capital letters, question marks and exclamation marks.</p> <p>Some use of commas within a list.</p> <p>Use of the apostrophe to mark where letters are missing in spelling and mark singular possession in nouns.</p> <p>Experiment with inverted commas.</p> <p>Accurately proofread to check for errors in grammar and punctuation is evident.</p>	<p>Consistent use of the first and third person.</p> <p>Use of the present perfect form of verbs instead of the past. (He has gone out to play instead of He went out to play).</p> <p>Accurate use of inverted commas for direct speech.</p> <p>Correct use of the possessive apostrophe.</p> <p>Improve writing through editing to make changes to grammar and vocabulary.</p> <p>Proofread to eliminate simple errors and embed part of the writing process.</p> <p>Use of a or an when writing a sentence. (I would like an apple, not I would like a apple).</p> <p>Use of embedded clauses (The pirate, with his cutlass clenched in his teeth, swung onto the ship).</p> <p>Vary the length of sentences – short and long sentences for description.</p>

Composition: Vocabulary	<p>ELG: Writing</p> <p><i>Children at the expected level of development will:</i></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Use story language from shared stories such as once upon a time, in the end, it was a, one sunny day etc.</p> <p>Use some adjectives to modify nouns.</p> <p>Use and explain the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, capital, question mark, exclamation mark.</p>	<p>Use some technical words in non-fiction text types.</p> <p>Use of simple/ comparative adjectives and well-chosen verbs in narratives.</p> <p>Use expanded noun phrases for description and specification (the blue butterfly or the man on the moon).</p> <p>Write using both description and dialogue for characters and setting to engage the reader.</p> <p>Use of some adverbs.</p>	<p>Be aware of language choices that grip the reader's interest.</p> <p>Use of specific nouns (terrier instead of dog)</p> <p>Use adverbs carefully to detail actions.</p> <p>Use action verbs to provide interest, such as cackled instead of laughed.</p> <p>Use of phrases and words that take time to describe characters and events without moving on abruptly.</p> <p>Choose words to introduce opinion or add clarity.</p> <p>Use of technical or scientific terms in nonfiction texts.</p> <p>Use of descriptive language that is factual rather than imaginative.</p>
Transcription Handwriting	<p>ELG: Fine Motor Skills</p> <p><i>Children at the expected level of development will:</i></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><i>Additional goals:</i> Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Form all letters consistently in both upper and lowercase in the right direction.</p> <p>Understand which letters belong to which family (long, tall and small).</p> <p>Sit all letters on the line with correct orientation and spacing that reflects the size of the letters.</p>	<p>Form all lowercase letters with lead ins and lead outs, correct size and direction in relation to each other.</p> <p>Understand not to join capital letters to other letters.</p> <p>Begin to join letters with a continuous cursive style.</p>	<p>Correctly form all diagonal and horizontal strokes.</p> <p>Develop a fluent continuous cursive handwriting style, through increased legibility, consistency and quality of presentation.</p>

<p>Transcription Spelling</p>	<p>ELG: Writing</p> <p><i>Children at the expected level of development will:</i></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Floppy's Phonics Independent application of some Phonics from Phase 2 phonemes.</p>	<p>Floppy's Phonics Independent application of most Phonics from Phase 2/3 and 4 phonemes.</p> <p>Correct spelling of most words in the year 1 list (see Appendix 1).</p> <p>Phonetically plausible attempts at words with digraphs and double letters.</p> <p>Sufficient number of recognisable words for writing to be readable.</p> <p>Segment and spell adjacent consonants for spelling.</p> <p>Work securely in phase 5. Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</p> <p>National Curriculum Know how the prefix un can be added to change words meaning.</p> <p>Start to use the suffixes: s, es, ed, er and ing within independent writing.</p> <p>Start to use syllables to divide words when spelling.</p>	<p>Floppy's Phonics Independent application of Phonics Phase 5</p> <p>Spell almost all words in the year 1 and 2 list (see Appendix 1).</p> <p>40+ phonemes taught in Band 1 are secure.</p> <p>Work Securely in Phase 6 Use a range of spelling strategies to spell unknown words including the use of spelling patterns, syllables and early dictionary skills.</p> <p>Use of prefix and suffix rules in independent writing. (ed, ing, s, es, er, est, ly, ful and ness)</p> <p>National Curriculum Spell a few common homophones and near homophones. (there /their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew and night/knight.</p> <p>Spell the common contractions can't, hasn't, didn't, it's, I'll and couldn't correctly.</p> <p>Spell the majority of the common exception words on the year 2 list.</p>	<p>National Curriculum In most writing: Spell words as accurately as possible using phonics.</p> <p>Use of a dictionary to check for unknown or new spellings by using the first two or three letters.</p> <p>Use a range of prefixes for the information of nouns.</p> <p>Spell words using a range of prefixes and suffixes: Prefixes-dis, mis, il, im, re and in. Suffixes ing, er, en, ation, ly and tion.</p> <p>Spell words with the u phoneme as the grapheme ou, such as young, trouble and country.</p> <p>Apply the i phoneme in the middle of words as represented by the grapheme y, such as gym, myth and pyramid.</p> <p>Spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>Spell words ending in /suffix -ture, sure and tch with an er, such as treasure, creature, furniture and catcher</p> <p>Spell correctly word families based on common words for example solve, solution and solver.</p> <p>Spell year 3 words identified from the spelling list: learn, build, continue, material, guard, actually, busy, decide, experiment, guide, address, calendar, describe, minute, heard, answer, caught, different, famous, heart, appear, centre, difficult, favourite, history, arrive, century, thought, February, imagine, believe, certain, early, forwards, increase, bicycle, circle, earth, fruit, important, thought, complete, enough, grammar, interest, often, thorough, exercise, group, island</p>
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Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	