

Progression in Writing

EYFS Statutory Educational Programme

Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Nursery	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Transcription: Spelling	<p>(DM 2020: Literacy) Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>(DM 2020: Communication and Language) Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic</p>	<p>(DM 2020: Literacy) Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to spell:</p> <p>-words containing each of the 40+ phonemes already taught</p> <p>-common exception words</p> <p>-the days of the week</p> <ul style="list-style-type: none"> name the letters of the alphabet: <p>-naming the letters of the alphabet in order</p> <p>- using letter names to distinguish between alternative spellings of the same sound</p> <ul style="list-style-type: none"> add prefixes and suffixes: 	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to 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 one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words 	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some

	<p>words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Early Learning Goals</p> <p>Literacy ELG: Writing Children at the expected level of development 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.</p>	<p>-using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>-using the prefix un-</p> <p>-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]</p> <ul style="list-style-type: none"> • 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 the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • 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 • 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. 	<ul style="list-style-type: none"> • use the first two or three letters of a word to check its spelling in a dictionary • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>words needs to be learnt specifically, as listed in English Appendix 1</p> <ul style="list-style-type: none"> • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus.
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Progression in Writing

	Nursery	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Transcription: Handwriting	<p>(DM 2020: Literacy) Write some letters accurately.</p> <p>Write some or all of their name.</p> <p>(DM 2020: Physical Development) Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>(DM 2020: Expressive Arts and Design) Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p>	<p>(DM 2020: Literacy) Form lower-case and capital letters correctly.</p> <p>(DM 2020: Physical Development) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Early Learning Goals</p> <p>Physical Development ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the</p>	<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' (i.e. letters that are formed in similar ways) and to practise these 	<p>Pupils should be taught to:</p> <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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -choosing the writing implement that is best suited for a task.

	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>tripod grip in almost all cases;</p> <ul style="list-style-type: none"> - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <p>Literacy ELG: Writing Children at the expected level of development 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.</p>				
Composition	<p>(DM 2020: Literacy) Engage in extended conversations about stories, learning new vocabulary.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom</p>	<p>(DM 2020: Literacy) Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>(DM 2020: Communication and Language)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: • 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 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <p>- writing narratives about personal experiences and those of others (real and fictional)</p> <p>-writing about real events</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <p>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on</p>

	<p>- the names of the different parts of a book -page sequencing</p> <p>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.</p> <p>(DM 2020: Communication and language) Use longer sentences of four to six words.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Early Learning Goals</p> <p>Literacy ELG: Writing Children at the expected level of development 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.</p>	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>-writing poetry</p> <p>-writing for different purposes</p> <ul style="list-style-type: none"> • consider what they are going to write before beginning by: <p>-planning or saying out loud what they are going to write about</p> <p>-writing down ideas and/or key words, including new vocabulary</p> <p>-encapsulating what they want to say, sentence by sentence</p> <ul style="list-style-type: none"> • make simple additions, revisions and corrections to their own writing by: <p>-evaluating their writing with the teacher and other pupils</p> <p>-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</p>	<p>-discussing and recording ideas</p> <ul style="list-style-type: none"> • draft and write by: <p>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>-organising paragraphs around a theme</p> <p>-in narratives, creating settings, characters and plot</p> <p>-in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <ul style="list-style-type: none"> • evaluate and edit by: <p>-assessing the effectiveness of their own and others' writing and</p>	<p>reading and research where necessary</p> <ul style="list-style-type: none"> • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed □ draft and write by: <p>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>-precising longer passages</p> <p>-using a wide range of devices to build cohesion within and across paragraphs</p> <p>-using further organisational and presentational devices to structure text and to guide the reader [for example, headings,</p>
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				<p>-proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>-read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>suggesting improvements</p> <p>-proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>-proof-read for spelling and punctuation errors</p> <p>-read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>bullet points, underlining]</p> <ul style="list-style-type: none"> • evaluate and edit by: <p>-assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>-ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>-ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>-proof-read for spelling and punctuation errors</p>
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*References for EYFS are taken from Development Matters. They are not intended to link into the Key stage One curriculum but rather to provide the foundation for children to acquire the knowledge, skills and understanding necessary for their future next steps.

*EY practitioners will also consider the Characteristics of Effective Learning when considering the best ways to support children's progress