Whitley Lodge First School Writing Progression Map

National Curriculum Expectations for EYFS
In the EYFS teachers should provide a range of opportunities to write for different purposes about things that interest children. Role-play areas should be resources with listening and writing equipment and encourage writing of signs with a real purpose, e.g. a pet shop. Plan fun activities and games that help children create rhyming strings of real and imaginary words. When children are ready provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning.
National Curriculum Expectations for Key Stage One
Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed. In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.
National Curriculum Expectations for Lower Key Stage Two
Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say

Writing: Transcription and Spelling	The following objectives are taken from Sonar in line with the EYFS Statutory Framework and the National Curriculum.				
	EYFS **30 – 50 months** **40 – 60 months** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Phonics and Spelling Rules	**- To notice some print, such as the first letter in their name.** **-To develop phonological awareness so that they can:** **- spot and suggest rhymes.** **- count/clap syllables in a word.** **- recognise words with the same initial sound.** **-To continue a rhyming string.** **-To hear and say the initial sound in words.** **-To segment the sounds in simple words and blend them together.** **-To link sounds to letters, naming and sounding the letters of the alphabet.** **-To spell words by identifying the sounds with the letter or letters.**	-To know all letters of the alphabet and the sounds which they most commonly represent. -To recognise consonant digraphs which have been taught and the sounds which they represent. -To recognise vowel digraphs which have been taught and the sounds which they represent. -To recognise words with adjacent consonants. -To accurately spell most words containing the 40+ previously taught phonemes and GPCs. -To spell some words in a phonically plausible way, even if sometimes incorrect. -To apply Y1 spelling rules and guidance*	-To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. -To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). -To apply further Y2 spelling rules and guidance *	-To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). -To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). -To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). -To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). -To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). -To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). -To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). -To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	-To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). -To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). -To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). -To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). -To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).

Common Exception words	- To read some common exception words in line with the RWI programme.	-To spell all Y1 common exception words correctly. -To spell days of the week correctly.	-To spell most Y1 and Y2 common exception words correctly.	-To spell many of the Y3 and Y4 statutory spelling words correctly.	-To spell all of the Y3 and Y4 statutory spelling words correctly.
Prefixes and Suffixes		-To use -s and -es to form regular plurals correctly. -To use the prefix 'un-' accurately. -To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	-To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.	-To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). -To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules. -To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable e.g. limiting offering). -To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable.	- To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). - To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). -To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).

Further Spelling Conventions		-To spell simple compound words (e.g. dustbin, football). -To read words that they have spelt. -To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.	-To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. -To learn the possessive singular apostrophe (e.g. the girl's book). -To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. -To 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. -To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	-To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male. -To use the first two or three letters of a word to check its spelling in a dictionary.	-To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). -To use their spelling knowledge to use a dictionary more efficiently.

Writing – Transcription Handwriting	The following objectives are taken from Sonar in line with the EYFS Statutory Framework and the National Curriculum.				
	EYFS **30 – 50 months** **40 – 60 months** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Letter Formation, Placement and Positioning	-To sometimes give meaning to marks as they draw and paint. -To realise tools can be used for a purpose. -To draw lines and circles using gross motor movements. -To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. -To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. -To hold a pencil near point between first two fingers and thumb, and uses it with good control. -To copy some letters, e.g. letters from their name. - To write some or all of their name. -To give meaning to marks they make as they draw, write and paint. -To use some clearly identifiable letters to communicate meaning,	-To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. -To sit correctly at a table, holding a pencil comfortably and correctly. -To form digits 0-9. -To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	-To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. -To form lower case letters of the correct size, relative to one another. -To use spacing between words that reflects the size of the letters.	-To use a neat, joined handwriting style with increasing accuracy and speed.	-To increase the legibility, consistency and quality of their handwriting [e.g 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].

	representing some sounds correctly and in sequence. -To show a preference for a dominant hand. -To begin to use anticlockwise movement and retrace vertical lines. -To begin to form recognisable letters. -To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. -To form lower case and capital letters correctly. - To hold a pencil effectively in preparation for fluent writing. - To write recognisable letters, most of which are formed.				
Joining Letters			-To begin to use the diagonal and horizontal strokes needed to join letters.	-To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	-To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.

Writing – Composition	The following objectives are taken from Sonar in line with the EYFS Statutory Framework and the National Curriculum.				
	EYFS **30 – 50 months** **40 – 60 months** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Planning, Writing and Editing	-To speak to retell a simple past event in correct. -To use talk to connect ideas, explain what is happening and anticipate what might happen next. -To use talk in pretending that objects stand for something else in play. -To engage in imaginative role play based on own firsthand experiences. -To build stories around toys, e.g. farm animals. -To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. -To link statements to a main theme or intention. -To use talk to organise, sequence and clarify thinking, ideas, feelings and events. -To introduce a	-To say out loud what they are going to write about. -To compose a sentence orally before writing it. -To sequence sentences to form short narratives. -To discuss what they have written with the teacher or other pupils. -To reread their writing to check that it makes sense and to independently begin to make changes. -To read their writing aloud clearly enough to be heard by their peers and the teacher. -To use adjectives to describe.	-To write narratives about personal experiences and those of others (real and fictional). -To write about real events. -To write simple poetry. -To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary -To encapsulate what they want to say, sentence by sentence. -To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. -To reread to check that their writing makes sense and that the correct tense is used throughout. -To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	-To begin to use ideas from their own reading and modelled examples to plan their writing. -To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. -To begin to organise their writing into paragraphs around a theme. -To compose and rehearse sentences orally (including dialogue).	-To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. -To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. -To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.

	storyline or narrative into their play. -To write own name and other things such as labels, captions. -To attempt to write short sentences in meaningful contexts. -To play cooperatively as part of a group to develop and act out a narrative. -To develop their own narratives and explanations by connecting ideas or events. -To write simple phrases and sentences that can be read by others.				
Awareness of Audience, Purpose and Structure	**-To use vocabulary focused on objects and people that are of particular importance to them.** **-To build up vocabulary that reflects the breadth of their experiences.** **-To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.**	-To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. -To start to engage readers by using adjectives to describe.	-To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. -To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. -To read aloud what they have written with appropriate intonation to make the meaning clear.	-To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). -To make deliberate ambitious word choices to add detail. -To begin to create settings, characters and plot in narratives.	-To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). -To write a range of narratives that are well- structured and well-paced. -To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. -To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.

Writing – Vocabulary, Grammar and Punctuation	The following objectives are taken from Sonar in line with the EYFS Statutory Framework and the National Curriculum.				
	EYFS **30 – 50 months** **40 – 60 months** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Sentence Construction and Tense	-To begin to understand 'why' and 'how' questions. -To question why things happen and gives explanations and asks questions, e.g. who, what, when, how. -To use a range of tenses in speech (e.g. play, playing, will play, played). -To answer 'how' and 'why' questions about their experiences and in response to stories or events. -To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. -To express ideas and feelings using full sentences, including use of past, present and future tenses and making use of conjunctions.	-To use simple sentence structures.	-To use the present tense and the past tense mostly correctly and consistently. -To form sentences with different forms: statement, question, exclamation, command. -To use some features of written Standard English.	-To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. -To use 'a' or 'an' correctly throughout a piece of writing.	-To always maintain an accurate tense throughout a piece of writing. -To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.

Use of Phrases and Clauses	-To use longer sentences of four to six words. -To articulate ideas and thoughts in well formed sentences. -To connect one idea or action to another using a range of connectives.	-To use the joining word (conjunction) 'and' to link ideas and sentences. -To begin to form simple compound sentences.	-To using co-ordination (or/and/but). -To use some subordination (when/if/ that/because). -To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	-To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. -To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	-To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. -To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. -To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
Punctuation	-To write short sentences with words with known letter-sound correspondences using capital letters and full stops.	-To use capital letters for names, places, the days of the week and the personal pronoun 'I'. -To use finger spaces. -To use full stops to end sentences. -To begin to use question marks and exclamation marks.	-To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks, commas to separate lists, apostrophes to mark singular possession and contractions.	-To use the full range of punctuation from previous year groups. -To punctuate direct speech accurately, including the use of inverted commas.	-To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. - To consistently use apostrophes for singular and plural possession.
Terminology	-To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	-To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	-To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	-To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	-To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Writing & Oracy	The following objectives are taken from Sonar in line with the EYFS Statutory Framework and the National Curriculum.				
	EYFS **30 – 50 months** **40 – 60 months** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**
Spoken Language	-To use talk to organise themselves and their play. -To be able to express a point of view and to debate, using words as well as actions. -To articulate their ideas and thoughts in well formed sentences. -To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -To ask questions to find out more. - To participate in small groups, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary. -To offer explanations for why things might happen. -To express their ideas and feelings about their experiences using full sentences.	-To discuss the significance of the title and events. -To say out loud what he/she is going to write about. -To compose a sentence orally before writing it down. -To discuss what he/she has written.	-To discuss words and phrases that capture the reader's interest and imagination. -To discuss his/her favourite words and phrases. -To read aloud his/her own writing using appropriate intonation and controlling the tone and volume so that meaning is clear. -To develop positive attitudes towards and stamina for writing by planning or saying out aloud what he/she is going to write.	-To prepare poems and playscripts to read aloud and perform, showing basic understanding through intonation, tone, volume and action. -To compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures.	-To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. -To discuss words and increasingly complex phrases that capture the reader's interest and imagination. -To read aloud his/her own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.