

Progression in writing: EYFS and key stage 1

	Reception (Development Matters/ ELG's)	Year 1	Year 2
Phonics	<p>To follow the content and progression of Little Wandle</p> <ul style="list-style-type: none"> To spell words by identifying the sounds and then writing the sound with letter/s. Writing ELG: To spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<p>To follow the content and progression of Little Wandle</p> <ul style="list-style-type: none"> To name the letters of the alphabet and use letter names to distinguish between alternative spellings of the same sound. 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. 	<p>Autumn term:</p> <ul style="list-style-type: none"> Follow the progression of the Little Wandle Letters and Sounds, year 1, summer 1 and 2, addressing gaps in phonic knowledge. <p>Spring term and summer term:</p> <ul style="list-style-type: none"> Following assessment at the end of autumn 2, children without secure phonic knowledge will follow the appropriate pathway in Little Wandle Letters and Sounds, Rapid Catch Up. 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. (Building on Y1 Phonics)
Spelling	<p>To spell words following the content and progression of Little Wandle</p>	<p>To spell words following the content and progression of Little Wandle</p> <ul style="list-style-type: none"> To spell some words in a phonically plausible way, even if sometimes incorrect. 	<p>Explicit Spelling teaching: To follow the progression of <i>Teaching Spelling Through Phonics</i> overview.</p> <p>Learning and practising spellings Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words through:</p> <ul style="list-style-type: none"> Exploring different graphemes for each phoneme Identifying the tricky part of the word Segmentation strategy Identifying the “best bet” when selecting graphemes <p>Homophones</p>

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			<p>Teach homophones and near homophones: see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using</p> <ul style="list-style-type: none"> • segmentation • using a grapheme mat • using word banks; common exception word mats; the environment, a working wall <p>Proofreading After writing, teach pupils to:</p> <ul style="list-style-type: none"> • Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. • Check writing for mistakes in common exception/tricky words. • Ensure that guidance on marking is used to support children's proofreading. <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p>
Common Exception Words	To spell tricky words detailed in the content and progression of Little Wandle.	To spell tricky words detailed in the content and progression of Little Wandle.	<p>To recap the CEW taught in Y1 and learn to spell most Y1 and Y2 common exception words correctly by the end of the year.</p> <p>To spell days of the week and months of the year</p>

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			correctly
Prefixes and suffixes		<ul style="list-style-type: none"> • Adding '-ing/-ed' when the root word doesn't change • Plurals. Adding '-s' and '-es' • Adding '-est/-er' when the root word doesn't change. • Adding the prefix 'un-' 	<p>Suffixes</p> <ul style="list-style-type: none"> • Adding endings '-ing-, '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-, '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter • Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' • Words ending in '-tion' • Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' • The suffixes '-ment', '-ness', • To add s to a word ending in a y.
Further spelling conventions		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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). • Distinguishing homonyms and near-homonyms (sea, see, to, too, two; quite, quiet, bare, bear; one, won; blue, blew) • Compound words

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<p>Letter formation, placement and positioning</p>	<ul style="list-style-type: none"> To form lower-case and capital letters correctly, using the Little Wandle formation phrases. To develop the foundations of a handwriting style which is fast, accurate and efficient. Fine Motor Skills ELG: To hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases. 	<ul style="list-style-type: none"> To begin to form lower case and capital letters in the correct direction, starting and finishing in the right place, using the cursive style. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9 correctly. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. To use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> 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.
<p>Joining letters</p>		<ul style="list-style-type: none"> To begin to use the top exit (horizontal) strokes and bottom exit (diagonal) strokes needed to join diagraphs. 	<ul style="list-style-type: none"> To develop correct joining of letters using top exit (horizontal) and bottom exit (diagonal) letter joins.
<p>Planning, writing and editing</p>	<p>Communication and Language:</p> <ul style="list-style-type: none"> To articulate their ideas and thoughts in well-formed sentences. To connect one idea or action to another using a range of conjunctions. <p>Writing:</p> <ul style="list-style-type: none"> To write short sentences with words with known sound-letter correspondences using capital letter and full stop. 	<ul style="list-style-type: none"> 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. To read their writing aloud clearly 	<ul style="list-style-type: none"> 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.

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	<ul style="list-style-type: none"> To re-read what they have written to check that it makes sense. Writing ELG- To write simple phrases and sentences that can be read by others. 	<p>enough to be heard by their peers and the teacher.</p> <ul style="list-style-type: none"> To 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"> To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To re-read 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).
Awareness of audience, purpose and structure		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Sentence construction and tense	<ul style="list-style-type: none"> To write short sentences with words with known sound-letter correspondences using capital letter and full stop. To re-read what they have written to check that it makes sense. Writing ELG- To write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> To use simple sentence structures, understanding how words can combine to make sentences. To be able to write in the past tense. 	<ul style="list-style-type: none"> To use the present tense and the past tense mostly correctly and consistently. To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>). To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard

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			English.
Use of phrases and clauses	<ul style="list-style-type: none"> To write short sentences with words with known sound-letter correspondences using capital letter and full stop. To re-read what they have written to check that it makes sense. Writing ELG- To write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> To use the joining word (conjunction) 'and' to link ideas and sentences. 	<ul style="list-style-type: none"> To use 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)
Punctuation	<ul style="list-style-type: none"> To use finger spaces to separate words. To begin to use full stops to end sentences To begin to use capital letters to start a sentence. 	<ul style="list-style-type: none"> To separate words using spaces. To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To begin to use full stops to end sentences. To begin to use question marks and exclamation marks. 	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.
Use of terminology	<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> letter, word, sentence, full stop, phoneme, capital letter, grapheme, blend and segment. 	<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, adjective, phoneme, grapheme, blend and segment. 	<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> noun, noun phrase, statement, question, exclamation, command, compound, suffix, prefix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.