



Progression in English 2023

Being a WRITER

SKILLS	F2	Y1	Y2
<p>Writing- Transcription</p>	<p>Ascribes meanings to marks that they see in different places. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. <u>Early Learning Goal</u> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Uses phonic knowledge to write simple words.</p>	<p>Name the letters of the alphabet: Add prefixes and suffixes: 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. Spell year one common exception words.</p>	<p><u>spell by:</u> 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 Spell common exception words 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.</p>
<p>Writing- Handwriting</p>	<p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Shows a preference for a dominant hand.</p>	<p>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.</p>	<p>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</p>



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	<p>Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <u>Early Learning Goal</u> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>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>
<h3>Writing-Composition</h3>	<p><u>Early Learning Goal</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Write sentences by:</u> 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 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>	<p><u>Develop positive attitudes towards and stamina for writing by:</u> writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes <u>consider what they are going to write before beginning by:</u> Planning or saying out loud what they are going to write about Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils 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>



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			<p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p>Writing- Vocabulary, Grammar and Punctuation</p>	<p><u>Early Learning Goal</u> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Word</u> Regular plural noun suffixes, suffixes – 'ed', 'ing', 'er', Prefix 'un' changes verbs and adjectives <u>Sentence</u> Words combine to make sentences, joining words and clauses using 'and' <u>Text</u> Sequencing sentences to form short narratives <u>Punctuation</u> Spaces to separate words, introduce capital letters, full stops, question marks and exclamation marks to demark sentences, capital letters for names and I See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>	<p><u>Word</u> Formation of nouns using suffixes such as 'ness', 'er' and by compounding, formation of adjectives using suffixes such as 'ful', 'less', use of suffixes 'er' and 'est' in adjectives and 'ly' to turn adjectives into adverbs <u>Sentence</u> Subordination – when, if, that, because and coordination or, and, but. Expanded noun phrases for description and specification, Understand how grammatical patterns in a sentence indicate its function as a statement, question, explanation or command <u>Text</u> correct choice and consistency use of present and past tense, progressive form of verbs in present and past to mark actions in progress <u>Punctuation</u> Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes to make missing letters and singular possession in nouns <u>Terminology</u> noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma See <i>The national curriculum in England – English Appendix 2: Vocabulary, grammar and punctuation</i> for further detail</p>



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<p>Spelling</p>	<p>Phonics phase 2-3 Early Learning Goal Children use their phonic knowledge to write words in ways that match their spoken sounds.</p>	<p>Revision of work from YR Phonics phase 4-5 Sounds – f, l, s, z, k, ff, ll, ss, zz, ck, nk, tch, v (at the end of a word –n have), ai, oi, ay, oy, a_e, e_e, i_e, o_e, u_e, ar, ee, ea, er, ir, ur, oo, oa, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are, ph, wh, y (words ending in y happy)</p> <p>Division of words into syllables, adding s and es to words for plurals</p> <p>adding ing, ed and er to verbs where no root change is needed, adding er and est to adjective where no change root change is needed, adding the prefix un, compound words, common exception words See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>	<p>Revision of work from YR and Y1 Phonics phase 6 Sounds – dge, ge, g, s sound spelt c before e, i, and y, Kn and gn, wr, le, el, al, il, y at the end of words, al, all, o as in other, ey, the a after w and qu, or as in word, ar as in war, the s in television, tion Adding es to nouns and verbs, ending in y, adding ed, ing, er and est to a root word ending in y 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, suffixes ment, ness, ful, less and ly, contraction, possessive apostrophes for singular nouns, Homophones and near homophones, common exception words See <i>The national curriculum in England – English Appendix 1: Spelling</i> for further detail</p>
<p>KEY KNOWLEDGE</p>	<p>Grapheme/ phoneme correspondence Recognition of high frequency words Letters make up words, words make up sentences. Words/sentences are written to communicate meaning</p>	<p>Recognition of digraphs, clusters Recognition of common exception words Capital letters are used at the start of sentences/ for the names of people or places. Use of full stops, exclamation marks and question marks Differences between fiction and non-fiction texts</p>	<p>Definition of nouns, adjectives and verbs Use of commas and apostrophes Different sentence types and punctuation – command, statement, exclamation, question Features of different text types e.g. fiction and non-fiction Recognition of common exception words</p>
<p>Key Vocabulary</p>	<p>Grapheme, phoneme, letter, sound, blend, segment, word, sentence, read, write, finger space</p>	<p>Letter, capital letter, word, singular, plural, punctuation, full stop, question mark, exclamation mark</p>	<p>Verb, noun, noun phrase, adjective, prefix, suffix, past, present, future, statement, question, exclamation, command, compound</p>
<p>Links with Learning Powers</p>	<p>Resilience- Keep trying e.g. blending, segmenting, formation of letters, picking correct spelling choices Reciprocity- Opportunity to work in groups e.g. discussing texts, planning out writing. Opportunity for partner work e.g. checking against success criteria, editing and improving work together Resourcefulness- using strategies to work out unknown words, using a sound mat/ word mat Reflective- Marking work against success criteria, editing and improving writing, making links between texts that have been read</p>		