



Whitley Lodge First School – Progression Skills in WRITING

Year Group	Transcription	Composition	Grammar & Punctuation
EYFS	<p>Spelling</p> <ul style="list-style-type: none"> -I can continue a rhyming string. -I can link sounds to letters, naming & sounding the letters of the alphabet. -I can hear and say the initial sound in words. -I can segment the sounds in simple words. I can represent some sounds correctly and in sequence. -I can use my phonic knowledge to write words in a way that match their spoken sounds. -I can spell some words correctly. -I make phonetically plausible attempts to write unknown words. -I can spell phonically regular words of more than 1 syllable. -I can spell many irregular but high frequency words <i>e.g. said have like so do some come little one were there what when</i> <p>Handwriting</p> <ul style="list-style-type: none"> -I draw lines and circles using gross motor movements. -I can copy some letters, e.g. letters from my name. -I can hold a pencil between my thumb and two fingers. -I can give meanings to the marks I make. -I am beginning to use anticlockwise movements. -I can retrace vertical lines. -I show a preference for a dominant hand. -I use some clearly identifiable letters to communicate meaning. -I can write my own name. -I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. -I can hold paper in position and use my preferred hand for writing, using a correct pencil grip. -I am beginning to be able to write on lines and control the size of my letters. 	<ul style="list-style-type: none"> -I can compose a sentence orally before writing it. -I can attempt to write short sentences in meaningful contexts. -I can write simple sentences that I can read. -I can write simple sentences that others can read. 	<p>Sentence structure</p> <ul style="list-style-type: none"> -I am beginning to break the flow of speech into words. -I can combine words to make a sentence. <p>Text structure</p> <ul style="list-style-type: none"> -I can write labels, captions and other things. -I can sequence sentences to form a narrative. -I can use key features of narrative in my own writing <i>e.g. Once upon a time</i> <p>Punctuation</p> <ul style="list-style-type: none"> -I can separate words using finger spaces. -I can use capital letters to start a sentence. -I can use a full stop to end a sentence. -I can use 'I'.
	<p>Key vocabulary</p> <p>draw, write, left, right, phonics, phoneme, grapheme, digraph, trigraph, blend, segment, syllable, alphabet, rhyme, alliteration, initial, cvc, letter, word, 'tricky' word, mnemonic, sentence, text, punctuation, capital letter, finger space, full stop, caption, label, narrative, handwriting: curly caterpillars, long ladder letters, one armed robots, zig zag monsters & Read Write Inc cues</p>		



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Year 1	<p>Spelling</p> <ul style="list-style-type: none"> -I can identify known phonemes in unfamiliar words. -I can use syllables to divide words when spelling. -I use what I know about alternative phonemes to narrow down possibilities for accurate spelling. -I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. -I can name all the letters of the alphabet in order. -I can use letter names to show alternative spellings of the same phoneme. <p>Handwriting</p> <ul style="list-style-type: none"> -I can sit correctly at a table, holding a pencil comfortable and correctly. -I can form lower case letters in the correct direction, starting and finishing in the right place. -I can form capital letters and digits 0-9. 	<p>Composition</p> <ul style="list-style-type: none"> -I can compose a sentence orally before writing it. -I can sequence sentences in chronological order to recount and event or experience. -I can re-read what I have written to check that it makes sense. -I know how the prefix 'un' can be added to words to change meaning. -I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing. 	<p>Sentence structure</p> <ul style="list-style-type: none"> -I can combine words to make a sentence. -I can join two sentences using 'and'. <p>Text structure</p> <ul style="list-style-type: none"> -I can sequence sentences to form a narrative. <p>Punctuation</p> <ul style="list-style-type: none"> -I can separate words using finger spaces. -I can use capital letters to start a sentence. -I can use a full stop to end a sentence. -I can use a question mark. -I can use an exclamation mark. -I can use capital letters for names.
<p>Key vocabulary (<i>Consolidate EYFS words</i>) Introduce: Punctuation· Question mark· Exclamation mark· Speech bubble· Bullet points· Singular/ plural ·Adjective· Verbs ·Connective· Alliteration· Simile – 'as'</p>			
Year 2	<p>Spelling</p> <ul style="list-style-type: none"> -I can segment spoken words into phonemes and record these as graphemes. -I can spell words with alternatives spellings, including a few common homophones. -I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. -I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling. -I can identify phonemes in unfamiliar words and use syllables to divide words. <p>Handwriting</p> <ul style="list-style-type: none"> -I can form lower-case letters of the correct size relative to one another. -I can begin to use some of the diagonal and horizontal strokes needed to join letters. 	<p>Composition</p> <ul style="list-style-type: none"> -I can write narratives about personal experiences and those of others, both real and fictional. -I can write for different purposes, including real events. -I can plan and discuss the content of writing and record my ideas. -I am able to orally rehearse structured sentences or sequences of sentences. -I can evaluate my own writing independently, with friends and with an adult. -I can proof-read to check for errors in spelling, grammar and punctuation. 	<p>Sentence structure</p> <ul style="list-style-type: none"> -I can use subordination and co-ordination. -I can use expanded noun phrases. -I can say how the grammatical patterns in a sentence indicate its function. <p>Text structure</p> <ul style="list-style-type: none"> -I consistently use the present tense and past tense correctly. -I can use the progressive forms of verbs in the present and past tense. <p>Punctuation</p> <ul style="list-style-type: none"> -I use capital letters for names of people, places, day of the week and the personal pronoun 'I'. -I correctly use question marks and exclamation marks. -I can use commas to separate items in a list.



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	<p>-I show that I know which letters are best left unjoined.</p> <p>-I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>-I use spacing between words that reflects the size of the letters.</p>		
<p>Key vocabulary (Consolidate previous year groups) Introduce: Apostrophe (contractions and singular possession) · Commas for description · ‘Speech marks’ · Suffix · Verb / adverb Statement · question· exclamation· Command (Bossy verbs) · Tense (past, present, future) · Adjective / noun· Noun phrases· Generalisers · Subordinating conjunctions</p>			
<p>Year 3</p>	<p>Spelling</p> <p>-I can spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p>-I recognise and spell homophones.</p> <p>-I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>-I can spell words correctly which are in a family.</p> <p>-I can spell the commonly mis-spelt words from the Y3/4 word list.</p> <p>-I can identify the root in longer words.</p> <p>Handwriting</p> <p>-I use the diagonal and horizontal strokes that are needed to join letters.</p> <p>-I understand which letters should be left unjoined.</p>	<p>Composition</p> <p>-I can discuss models of writing, noting its structure, grammatical features and use of vocabulary.</p> <p>-I can compose sentences using a wider range of structures.</p> <p>-I can write a narrative with a clear structure, setting, characters and plot.</p> <p>-I can write non-narrative using simple organisational devices such as headings and sub-headings.</p> <p>-I can suggest improvements to my own writing and that of others.</p> <p>-I can make improvements to grammar, vocabulary and punctuation.</p> <p>-I use a range of sentences with more than one clause by using a range of conjunctions.</p> <p>-I use the perfect form of verbs to mark the relationship of time and cause.</p> <p>-I can proof-read to check for errors in spelling and punctuation.</p>	<p>Sentence structure</p> <p>-I can express time, place and cause by using conjunctions, adverbs and prepositions.</p> <p>Text structure</p> <p>-I am starting to use paragraphs.</p> <p>-I can use headings and sub headings.</p> <p>-I can use the present perfect form of verbs instead of the simple past.</p> <p>Punctuation</p> <p>-I can use inverted commas to punctuate direct speech.</p>
<p>Key vocabulary (Consolidate previous year groups) Introduce: · Word family · Conjunction · Coordinating conjunction · Subordinating conjunction · Clause · Subordinate clause · Adverb · Preposition · Direct speech · Inverted commas · Prefix · Consonant/Vowel · Determiner · Synonyms · Relative clause · Relative pronoun · Imperative · Colon for instructions</p>			
<p>Year 4</p>	<p>Spelling</p> <p>-I can spell words with prefixes and suffixes and can add them to root words.</p>	<p>Composition</p> <p>-I can compose sentences using a range of sentence structures.</p>	<p>Sentence structure</p> <p>-I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.</p>



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	<p>-I can recognise and spell homophones. -I can use the first two or three letters of a word to check a spelling in a dictionary. -I can spell the commonly mis-spelt words from the Y3/4 word list.</p> <p>Handwriting -I can use the diagonal and horizontal strokes that are needed to join letters. -I understand which letters should be left un-joined. -My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p>	<p>-I can orally rehearse a sentence or a sequence of sentences. -I can write a narrative with a clear structure, setting and plot. -I can improve my writing by changing grammar and vocabulary to improve consistency. -I use a range of sentences which have more than one clause. -I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. -I can use direct speech in my writing and punctuate it correctly.</p>	<p>-I can use fronted adverbials.</p> <p>Text structure -I can write in paragraphs. -I make an appropriate choice of pronoun and noun within and across sentences.</p> <p>Punctuation -I can use inverted commas and other punctuation to indicate direct speech. -I can use apostrophes to mark plural possession. -I use commas after fronted adverbials.</p>
<p>Key vocabulary (<i>Consolidate previous year groups</i>) Introduce: · Pronoun · Possessive pronoun · Adverbial · Fronted adverbial · Apostrophe – plural possession</p>			



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