

# Suffield Park Infant and Nursery School Progression Map for

## English Writing



Confident, Resilient, Ambitious, Brilliant

Year Group	Knowledge	Skills	Vocabulary
<p>Reception</p>	<p><u>Literacy-Writing</u>  <u>Range 5</u>  Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words  <u>Range 6</u>  Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together  Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name · Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences  <u>Writing- Early Learning Goal</u>  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><u>Phonic and whole word spelling</u>  To be able to recognise a rhyming string.  To be able to hear and say an initial letter in a word.  To be able to link sounds to letters, naming and sounding the letters of the alphabet.  To be able to segment sounds into simple words.  To make a phonetically plausible attempt at spelling cvc words.</p>	<ul style="list-style-type: none"> <li>• letter</li> <li>• segment</li> <li>• rhyme</li> <li>• digraph</li> <li>• trigraph</li> <li>• letter names/alphabet</li> </ul>
<p>Year 1</p>	<p><u>Writing</u>  <u>Spelling (see English Appendix 1)</u>  Pupils should be taught to: spell:  words containing each of the 40+ phonemes already taught  common exception words  the days of the week  name the letters of the alphabet;  naming the letters of the alphabet in order  using letter names to distinguish between alternative spellings of the same sound  add prefixes and suffixes:  using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs  using the prefix un-  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>	<p><u>Phonic and whole word spelling</u>  To be able to spell words containing each of the 40+ phonemes taught.  To be able to spell common exception words  To be able to spell the days of the week  To be able to say the letter name when shown a letter.  To be able to say the letters of the alphabet in order.  To be able to use letter names to distinguish between alternative spellings of the same sound such as like ai, ay, a_e.  To understand that a prefix goes at the beginning of a word.  To understand that a suffix goes at the end of a word.  To be able to add prefixes and suffixes</p>	<ul style="list-style-type: none"> <li>• Common exemption words</li> <li>• Days of week</li> <li>• Letter names</li> <li>• Prefix</li> <li>• Suffix</li> <li>• Noun</li> <li>• Verb</li> <li>•</li> </ul>

	<p>apply simple spelling rules and guidance, as listed in English Appendix 1</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 as in box/boxes or catch/catches          To be able to use the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words such as, helping, helped, helper, eating, quicker, quickest.          To apply simple spelling rules and guidance, as listed in English Appendix 1.</p>	
Year 2	<p><u>Writing - Transcription</u>  <u>Spelling</u> (see English Appendix 1)          Pupils should be taught to spell by:          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          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 English - key stages 1 and 2 20 Statutory requirements          apply spelling rules and guidance, as listed in English Appendix 1</p>	<p><u>Phonic and whole word spelling</u>          To be able to segment spoken words into phonemes and representing these by the correct graphemes, mostly correctly.          To know new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling.          To be able to spell some homophones where a new grapheme is used to represent a phoneme (e.g. their, there, they're, your you're, to two, too) To know that by learning the meaning associated with each homophone we can remember the spelling more easily.)          To be able to spell common exception words (as exemplified on the Year 2 SEW spelling list.)          To be able to hear and distinguish between some common homophones and near homophones.          To be able to learn the possessive apostrophe (singular.)          To be able to spell words using apostrophes to show contracted forms (can't it's they've you're.)          To be able to add suffixes to spell longer words recognizing spelling rules needed to add these correctly, (e.g doubling rules, removing e, changing y to i) including -ment, -ness, -ful, -less, -ly, -ed, -ing, -er, -est, -y.          To be able to apply spelling rules and guidelines from Appendix 1</p>	<ul style="list-style-type: none"> <li>● Homophone</li> <li>● near homophone</li> <li>● phoneme</li> <li>● possessive apostrophe</li> <li>●</li> </ul>
Reception	<p><u>Literacy-Writing</u>  <u>Range 5</u></p>	<p><u>Transcription</u>          To be able to represent some sounds correctly and in sequence.</p>	<ul style="list-style-type: none"> <li>● spell</li> <li>● full stop</li> <li>● capital letter</li> </ul>

	<p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>Sometimes gives meaning to their drawings and paintings</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>Includes mark making and early writing in their play</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name, or other names and words, using combinations.</p> <p><u>Range 6</u></p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p><u>Writing ELG</u></p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>To be able to write own name.</p> <p>To write a simple sentence which can be read by themselves and others such as I am 5.</p> <p>To be able to spell the tricky words the, no, to, go, I, he, she, we, me, be, was, my, you, her, they, all, are.</p>	<ul style="list-style-type: none"> <li>• sentence</li> <li>•</li> </ul>
Year 1	<p>Transcription-To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p><u>Transcription</u></p> <p>To be able to write from memory simple sentences.</p> <p>To be able to hold a sentence in my head, which has been read aloud to me by an adult, and write it (including GPCs and CEW taught so far).</p>	<ul style="list-style-type: none"> <li>• Sentence</li> <li>• CEW</li> </ul>
Year 2	<p>Transcription-To 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><u>Transcription</u></p> <p>To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<ul style="list-style-type: none"> <li>• CEW</li> <li>• punctuation</li> </ul>
Reception	<p><u>Physical development (handwriting FM and GM skills)</u></p> <p><u>Range 5</u></p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p> <p><u>Range 6</u></p> <p>Shows a preference for a dominant hand</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters independently</p>	<p><u>Handwriting</u></p> <p>To be able to draw a line and a circle with gross motor movement.</p> <p>To be able to ascribes meanings to marks that they see in different places such as signs and labels.</p> <p>To use tools such as pencils and scissors successfully.</p> <p>To hold a pencil effectively.</p> <p>To be able to form recognisable letters, most of which are correctly formed.</p>	<ul style="list-style-type: none"> <li>• Letters</li> </ul>

	<p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><u>Early Learning Goal</u></p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>To use clearly identifiable letters to communicate meaning.</p> <p>To be able to copy letters from their names.</p> <p>To be able to write their name and other labels.</p>	
Year 1	<p><u>Handwriting</u> Pupils should be taught to:</p> <p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place , form capital letters ,form digits 0-9 and understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p><u>Handwriting</u></p> <p>To be able to 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.</p> <p>To be able to form capital letters.</p> <p>To be able to form digits 0-9.</p> <p>To be able to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<ul style="list-style-type: none"> <li>• Capital letter</li> <li>• Digit</li> <li>• Lower case</li> <li>• Upper case</li> </ul>
Year 2	<p><u>Handwriting</u></p> <p>Pupils should be taught to:</p> <p>form lower-case letters of the correct size relative to one another</p> <p>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> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p><u>Handwriting</u></p> <p>To be able to form lower-case letters of the correct size relative to one another.</p> <p>To be able to 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 un-joined</p> <p>To be able to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>To be able to use spacing between words that reflects the size of the letters.</p>	<ul style="list-style-type: none"> <li>• Lower and upper case</li> <li>• Joined</li> </ul>
Reception	<p><u>Literacy-Writing</u></p> <p><u>Range 5</u></p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p> <p><u>Range 6</u></p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats • Gives meaning to</p>	<p><u>Composition</u></p> <p>To be able to begin to break the flow of speech in to words</p> <p>To be able to write own name and other things such as labels and captions.</p> <p>To write some simple sentences, in meaningful contexts, which are read by themselves or others.</p>	<ul style="list-style-type: none"> <li>• label</li> <li>• sentence</li> </ul>

	<p>the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p><u>Writing- Early Learning Goal</u></p> <p>Write simple phrases and sentences that can be read by others.</p>		
Year 1	<p><u>Writing – composition</u> Pupils should be taught to:</p> <p>write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><u>Composition</u></p> <p><u>Planning writing</u></p> <p>To be able to think of a sentence and say it aloud, before writing it down.</p> <p><u>Drafting and editing writing</u></p> <p>To be able to create a short piece of writing by sequencing sentences.</p> <p>To be able to re-read what they have written to check that it makes sense e.g. by using a self-check stick to help them edit their work.</p> <p>To be able to talk about what they have written with the teacher or other pupils. To read aloud their writing clearly so that it can be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> <li>● Narrative</li> <li>● Self check</li> <li>● edit</li> </ul>
Year 2	<p><u>Writing – composition</u></p> <p>Pupils should be taught to:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p> <p>consider what they are going to write before beginning by: 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</p> <p>make simple additions, revisions and corrections to their own writing by: 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>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><u>Composition</u></p> <p><u>Contexts</u></p> <p>To be able to write narratives about personal experiences and those of others sequencing their ideas carefully. (real and fictional)</p> <p>To be able to write about real events</p> <p>To be able to write poetry</p> <p>To be able to write for different purposes. (e.g. using knowledge gained from cross curricular learning.)</p> <p><u>Planning writing</u></p> <p>To be able to plan or saying aloud what they are going to write about and using materials provided to record ideas correctly.</p> <p><u>Drafting/editing writing</u></p> <p>To be able to write down ideas and/or key words, including new vocabulary and then using this to formulate larger pieces of writing.</p> <p>To be able to encapsulating what they want to say, sentence by sentence</p> <p>To be able to evaluate their writing with the teacher and other pupils offering and taking advice as needed.</p>	<ul style="list-style-type: none"> <li>● sentence type</li> <li>● statement</li> <li>● command</li> <li>● conjunctions</li> <li>● recount</li> </ul>

		<p>To be able to reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (past and present tense)</p> <p>To be able to proofread to check for errors in spelling, grammar and punctuation and to be able to show these additions on their writing.</p> <p><u>Performing writing</u></p> <p>To be able to read aloud what they have written clearly using voice and tone to communicate meaning to their peers and adults.</p>	
Reception	<p><u>Speaking (Grammar)</u></p> <p><u>Range 5</u></p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p><u>Range 6</u></p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p><u>Early Learning Goal</u></p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>	<p><b><u>Vocabulary/Grammar and Punctuation</u></b></p> <p>To begin to leave spaces between words</p> <p>To begin to use joining words (conjunction) such as and</p> <p>To begin to punctuate sentences using a capital letter and a full stop and understand how they are used</p> <p>To begin to use a capital letter for names of people and the personal pronoun.</p>	<ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Full stops</li> <li>• Capital letters</li> </ul>
Year 1	<p><u>Writing – vocabulary, grammar and punctuation</u> Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using and</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>learning the grammar for year 1 in English Appendix 2</li> <li>use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p><b><u>Vocabulary and Grammar and Punctuation</u></b></p> <p>To know that words need spaces between them.</p> <p>To leave clear spaces between words when writing.</p> <p>To use joining words such as 'and' 'because' 'but'.</p> <p>To use a capital letter at the beginning of a sentence.</p> <p>To understand that there are three ways to punctuate/finish a sentence e.g. . ? !</p> <p>To use punctuation at the end of a sentence.</p> <p>To know when to use a . ? !</p> <p>To know when to use a capital letter e.g. for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>To use the grammatical terminology set out in Appendix 2 when discussing their work.</p>	<ul style="list-style-type: none"> <li>• Question mark</li> <li>• Exclamation mark</li> <li>• Pronoun</li> <li>• Joining words</li> </ul>
Year 2	<p><u>Writing – vocabulary, grammar and punctuation</u></p> <p>Pupils should be taught to:</p>	<p><b><u>Vocabulary/Grammar and Punctuation</u></b></p> <p>To be able to use expanded noun phrases to describe and specify sentences (e.g. the magical, elegant hat...)</p>	<ul style="list-style-type: none"> <li>• Apostrophe</li> <li>• Adjective</li> </ul>

	<p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>To use the grammar for year 2 in English Appendix 2</p> <p>And some features of written Standard English</p> <p>To use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>To use sentence in different forms in their writing correctly: statement, question, exclamation, command</p> <p>To know where these sentences are needed and to formulate and punctuate them correctly.</p> <p>To be able to use the present and past tenses correctly and consistently including the progressive form (e.g. am, is, are, was, were)</p> <p>To be able to use subordination (using when, if, that, or because) and coordination (using or, and, or but) correctly to write longer sentences.</p> <p>To use suffixes to form new words spelling these correctly using knowledge gained of associated spelling rules (-ful, -er, -est, -ness, -less, -ment, -ly, -ing, -ed.)</p> <p>To be able to use sentence demarcation and commas in lists, apostrophes for omission &amp; singular possession (e.g. don't -ommission, Ben's- possession)</p> <p>To be able to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) forms.</p>	<ul style="list-style-type: none"> <li>● Tenses-past and present</li> <li>● Possessive</li> <li>● Command</li> <li>● Expanded noun phrase</li> <li>● Singular</li> <li>● Plural</li> <li>● Question mark</li> <li>● Exclamation mark</li> </ul>
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Writing aspects code				
Phonic and whole word spelling	Transcription	Handwriting	Writing - composition	Vocabulary, grammar and punctuation