

Kingfisher Primary School

KS1 Progression in writing



	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
Spelling	<ul style="list-style-type: none"> • To use their phonic knowledge to write words in ways which match their spoken sound. • To write some irregular common words. 	<ul style="list-style-type: none"> • To accurately spell most words containing the 40+ 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 spell all Y1 common exception words correctly • To spell the days of the week correctly • 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 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. 	<ul style="list-style-type: none"> • 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 most Y1 and Y2 common exception words correctly. • To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly. • 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.

<p>Handwriting</p>	<ul style="list-style-type: none"> • To sit correctly at a table, holding a pencil comfortably and correctly. 	<ul style="list-style-type: none"> • 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 spacing between words that reflects the size of the letters. • To continue to join digraphs and trigraphs. • When letter formation is secure and correct size, some horizontal and diagonal joining to be encouraged. 	<ul style="list-style-type: none"> • 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 give more emphasis on the presentation of their writing.
<p>Writing content</p>	<ul style="list-style-type: none"> • To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • To join digraphs and trigraphs • To link statements and sticks to a main theme or intention. • To use talk to organise, sequence and clarify. • 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 sentences which can be read by self and others. Some words are spelt correctly, and others are phonetically plausible. • To use language to imagine and recreate roles and experiences in play situations. • To express themselves effectively, showing awareness of listeners' needs. 	<ul style="list-style-type: none"> • 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 reread to check that their writing makes sense. • 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 most Y1 and Y2 common exception words correctly. • To add suffixes to spell most words correctly in writing, e.g. -ment, -ness, -ful, -less, -ly. 	<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. • To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

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| | | <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 and 'red' words.• To continue to use diagonal and horizontal strokes needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.• To give more emphasis on the presentation of their writing.• 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 | |
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		<p>check that the ends of sentences are punctuated correctly).</p> <ul style="list-style-type: none"> • To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. 	
<p><u>Grammar and punctuation</u></p>	<ul style="list-style-type: none"> • To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because'). • To show an awareness of full stops and capital letters for names and personal pronoun 'I'. • To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. 	<ul style="list-style-type: none"> • To start to engage readers by using adjectives to describe. • To begin to reread sentences to check for missing words, spelling errors and correct punctuation (e.g. to check that the ends of sentences are punctuated correctly). • To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. • To use the joining word (conjunction) 'and' and 'because' to link ideas and recorded sentences. • To begin to form simple compound sentences. • To use capital letters for names, places, beginning of a sentence, the days of the week, months of the year and the personal pronoun 'I'. • To use full stops to end sentences. • To begin to use question marks, exclamation marks and inverted commas. • To recognise and use the terms letter, word, sentence, capital letter, lower case, singular, plural, full stop punctuation, question mark, exclamation mark and inverted commas. 	<ul style="list-style-type: none"> • To reread to check that 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 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 using co-ordination (or/and/but). • To use some subordination (when/if/that/because). • To use expanded noun phrases to describe. • To specify • To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks, exclamation marks and inverted commas. - commas to separate lists; - apostrophes to mark

			<p>singular possession and contractions.</p> <ul style="list-style-type: none">• 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.
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