



# Writing: Whole-School Curriculum Progression Map

| Writing                        | EYFS  | KS1   |  |
|--------------------------------|---|---|--|
|                                | Reception<br>Early Learning Goals   | Year 1  | Year 2   |
| Phonic and whole word spelling | <p>Hear and say the initial sound in words.</p> <p>Segment the sounds in simple words and blend them together.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Attempt to write short sentences in meaningful contexts.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>To spell words by identifying sounds in them</p> | <ul style="list-style-type: none"> <li>• Spell most words containing the 40+ previously taught phonemes and GPCs.</li> <li>• Spell common exception words.</li> <li>• Spell the days of the week</li> <li>• Name the letters of the alphabet in order</li> <li>• Use letter names to distinguish between alternative spellings of the same sound.</li> <li>• Take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</li> <li>• Use the spelling rule for adding -s and -es to words (plural of nouns and the third person singular of verbs);</li> <li>• adding the endings</li> <li>• -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</li> <li>• adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</li> </ul> | <ul style="list-style-type: none"> <li>• segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li> <li>• 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).</li> <li>• Learn to spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll</li> <li>• learn the possessive singular apostrophe (e.g. the girl's book).</li> <li>• Self-correct misspellings of words that pupils have been taught to spell</li> </ul> |

and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

- Apply simple spelling rules and guidance from Appendix 1

- (this may require support to recognise misspellings).
- Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
  - Apply spelling rules and guidelines from Appendix 1

|               | EYFS  | KS1  |  |
|---------------|---|--|--|
|               | <b>Reception</b><br><b>Early Learning Goals</b>   | Year 1   | Year 2   |
| Transcription | <p>To give meaning to marks they make as they draw, write and paint.<br/>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To form lower case and capital letters correctly.</p> <p>To demonstrate strength, balance and coordination when playing.</p> <p>To negotiate space and obstacles safely.</p> <p>To use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>To write simple phrases and sentences which</p> | <ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul> | <ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.</li> </ul> |

can be read by  
themselves and  
others.

|             |   |   |  |
|-------------|---|---|--|
| Handwriting | EYFS  | KS1   |  |
|             | <b>Reception</b><br><b>Early Learning Goals</b>   | Year 1  | Year 2   |
|             | <p>To show a preference for a dominant hand.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases.</p> <p>To write recognisable letters most of which are correctly formed.</p> | <ul style="list-style-type: none"> <li>• Begin to form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>• Form capital letters</li> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul> | <ul style="list-style-type: none"> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• form lower case letters of the correct size, relative to one another</li> <li>• Use spacing between words that reflects the size of the letters.</li> <li>• 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.</li> </ul> |

|                                     | EYFS   | KS1   |  |
|-------------------------------------|--|---|--|
|                                     | Reception<br>Early Learning Goals  | Year 1  | Year 2   |
| Vocabulary, Grammar and Punctuation | <p>To 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>To offer explanations for why things might happen, making use of recently introduced vocabulary, from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To begin to punctuate sentences using a capital letter and a full stop</p> <p>To use a capital letter for own name and the personal pronoun 'I'</p> | <ul style="list-style-type: none"> <li>• leave spaces between words</li> <li>• Use the joining word (conjunction) 'and' to link ideas and sentences.</li> <li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Use capital letters for names, places, the days of the week and the personal pronoun 'I'.</li> <li>• begin to form simple compound sentences.</li> <li>• use the prefix 'un-' accurately.</li> <li>• successfully add the suffixes -ing, - ed, and -er to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</li> </ul> | <ul style="list-style-type: none"> <li>• form sentences with different forms: statement, question, exclamation, command.</li> <li>• use the present tense and the past tense mostly correctly and consistently.</li> <li>• use some features of written Standard English.</li> <li>• To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</li> <li>• spell most Y1 and Y2 common exception words correctly.</li> <li>• To use the full range of punctuation taught at key stage 1 mostly correctly including:</li> <li>• capital letters, full stops, question marks and exclamation marks;</li> <li>• commas to separate lists;</li> <li>• apostrophes to mark singular possession and contractions.</li> </ul> |

| Composition                   | EYFS  | KS1  |  |
|-------------------------------|---|--|--|
|                               | Reception<br>Early Learning Goals   | Year 1   | Year 2   |
| Planning, writing and editing | <p>To link statements and stick to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions. To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>To write simple phrases and sentences that can be read by others.</p> | <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about.</li> <li>• Compose a sentence orally before writing it.</li> <li>• Sequence sentences to form short narratives.</li> <li>• reread their writing to check that it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul> | <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional).</li> <li>• write about real events</li> <li>• Write simple poetry.</li> <li>• Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</li> <li>• Encapsulate what they want to say, sentence by sentence.</li> <li>• Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>• Reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li> </ul> |

| Composition                                  | EYFS  | K  | S1  |
|--|---|--|---|
|  | <b>Reception</b><br><b>Early Learning</b><br><b>Goals</b>   | Year 1   | Year 2  |
| Awareness of audience, purpose and structure | <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> | <ul style="list-style-type: none"> <li>• Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>• Start to engage readers by using adjectives to describe.</li> <li>• Use simple sentence structures.</li> </ul> | <ul style="list-style-type: none"> <li>• Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>• Use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul> |



|                    | EYFS                              | KS1   |   |
|--------------------|-----------------------------------|---|---|
|                    | Reception<br>Early Learning Goals | Year 1  | Year 2  |
| Use of terminology |                                   | <ul style="list-style-type: none"> <li>Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</li> </ul> |