

Writing Skills Progression

	WRITING TO ENTERTAIN	WRITING TO INFORM	WRITING TO PERSUADE	WRITING TO DISCUSS
WRITING TO LEARN				
<p>We want our children to develop:</p> <ul style="list-style-type: none"> • The ability to write fluently and with interesting detail on a number of topics throughout the curriculum. • A vivid imagination which makes readers engage with and enjoy their writing. • A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description. • Well-organised and structured writing, which includes a variety of sentence structures. • Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat. • A love of writing and an appreciation of its educational, cultural and entertainment values. 				

	Year 1	Year 2
Phonics and Spelling Rules	<p>* know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>* recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>* recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>* recognise words with adjacent consonants.</p> <p>* accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>* spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>* apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> • the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; • the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); • dividing words into syllables (e.g. rabbit, carrot); • the /tʃ/ sound is usually spelt as 'tch' and exceptions; • the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); • adding -s and -es to words (plural of nouns and the third person singular of verbs); • adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); <p>• spelling words with the vowel digraphs and trigraphs:</p> <ul style="list-style-type: none"> - 'ai' and 'oi' (e.g. rain, wait, train, point, soil); - 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); - 'ar' (e.g. car park). 	<p>* segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>* 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).</p> <p>* apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> • the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); • the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); • the /r/ sound spelt 'wr' (e.g. write, written); • the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); • the /aɪ/ sound spelt -y (e.g. cry, fly, July); • adding -e to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); • adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; • adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); • adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); • the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); • the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); • the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); <p>• the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash);</p> <p>• the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</p> <p>• the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</p> <p>• the /z/ sound spelt 's' (e.g. television, usual).</p>
Common Exception Words	<p>* spell all Y1 common exception words correctly.</p> <p>* spell days of the week correctly</p>	<p>* spell most Y1 and Y2 common exception words correctly.</p>

<p>Prefixes and Suffixes</p>	<ul style="list-style-type: none"> * use -s and -es to form regular plurals correctly. * use the prefix 'un-' accurately. * 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). 	<ul style="list-style-type: none"> * add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.
<p>Further Spelling Conventions</p>	<ul style="list-style-type: none"> * spell simple compound words (e.g. dustbin, football). * read words that they have spelt. * take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes 	<ul style="list-style-type: none"> * spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. * learn the possessive singular apostrophe (e.g. the girl's book). * write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. * segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. * self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).
<p>Letter Formation, Placement and Positioning</p>	<ul style="list-style-type: none"> * write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. * sit correctly at a table, holding a pencil comfortably and correctly. * form digits 0-9. * understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> * write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. * form lower case letters of the correct size, relative to one another. * use spacing between words that reflects the size of the letters. * begin to use the diagonal and horizontal strokes needed to join letters.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Composition: Planning, Writing and Editing</p>	<ul style="list-style-type: none"> * say out loud what they are going to write about. * compose a sentence orally before writing it. * sequence sentences to form short narratives. * discuss what they have written with the teacher or other pupils. * reread their writing to check that it makes sense and to independently begin to make changes. * read their writing aloud clearly enough to be heard by their peers and the teacher. * use adjectives to describe. 	<ul style="list-style-type: none"> * write narratives about personal experiences and those of others (real and fictional). * write about real events. * write simple poetry. * plan what they are going to write about, including writing down ideas and/or key words and new vocabulary * encapsulate 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. * reread to check that their writing makes sense and that the correct tense is used throughout. * proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Awareness of Purpose, Audience and Structure</p>	<ul style="list-style-type: none"> * use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. * start to engage readers by using adjectives to describe. 	<ul style="list-style-type: none"> * write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. * use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. * read aloud what they have written with appropriate intonation to make the meaning clear.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sentence Construction and Tense</p>	<ul style="list-style-type: none"> * use simple sentence structures. 	<ul style="list-style-type: none"> * use the present tense and the past tense mostly correctly and consistently. * form sentences with different forms: statement, question, exclamation, command. * use some features of written Standard English.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Use of Phrases and Clauses</p>	<ul style="list-style-type: none"> * use the joining word (conjunction) 'and' to link ideas and sentences. * begin to form simple compound sentences. 	<ul style="list-style-type: none"> * using co-ordination (or/and/but). * use some subordination (when/if/ that/because). * use expanded noun phrases to describe and specify (e.g. the blue butterfly).

<p style="text-align: center;">Punctuation</p>	<ul style="list-style-type: none"> * use capital letters for names, places, the days of the week and the personal pronoun 'I'. * use finger spaces. * use full stops to end sentences. * begin to use question marks and exclamation marks. 	<ul style="list-style-type: none"> * use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophe to mark singular possession and contractions.
<p style="text-align: center;">Use of Terminology</p>	<ul style="list-style-type: none"> * recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. 	<ul style="list-style-type: none"> * recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.