



Progression of Skills - Writing



Writing: Transcription Spelling	Reception	Year 1	Year 2
Phonics and Spelling Rules	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<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> <p>the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;</p> <p>the /ŋ/ sound spelt 'n' before 'k' (e.g., bank, think);</p> <p>dividing words into syllables (e.g., rabbit, carrot);</p>	<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> <p>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);</p> <p>the /n/ sound spelt 'kn' and 'gn' (e.g., knock, gnaw);</p> <p>the /r/ sound spelt 'wr' (e.g., write, written);</p> <p>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);</p> <p>the /aɪ/ sound spelt</p>

		<p>the /tʃ/ sound is usually spelt as 'tch' and exceptions;</p> <p>the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g., have, live);</p> <p>adding -s and -es to words (plural of nouns and the third person singular of verbs);</p> <p>adding the endings</p> <p>-ing, -ed and -er to verbs where no change is needed to the root word (e.g., buzzer, jumping);</p> <p>adding -er and -est to adjectives where no change is needed to the root word (e.g., fresher, grandest);</p> <p>spelling words with the vowel digraphs and trigraphs:</p> <p>- 'ai' and 'oi' (e.g., rain, wait, train, point, soil); - 'oy' and 'ay' (e.g., day, toy, enjoy, annoy);</p> <p>- a-e, e-e, i-e, o-e and u-e (e.g., made, theme, ride, woke, tune); -</p> <p>'ar' (e.g., car, park);</p> <p>'ee' (e.g., green, week);</p> <p>'ea' (e.g., sea, dream);</p> <p>'ea' (e.g., meant, bread);</p> <p>'er' stressed sound (e.g., her, person);</p> <p>'er' unstressed schwa sound (e.g., better, under);</p> <p>'ir' (e.g., girl, first, third);</p> <p>'ur' (e.g., turn, church);</p> <p>'oo' (e.g., food, soon);</p>	<p>-y (e.g., cry, fly, July);</p> <p>adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g., flies, tries, carries);</p> <p>adding -ed, -ing, -er and -est to a root word ending in -y (e.g., skiing, replied) and exceptions to the rules;</p> <p>adding the endings</p> <p>-ing, -ed, -er, -est and -y to words ending in -e with</p> <p>a consonant before (including exceptions);</p> <p>adding -ing, -ed,</p> <p>-er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</p> <p>the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g., ball, always);</p> <p>the /ʌ/ sound spelt 'o' (e.g., other, mother, brother);</p> <p>the /i:/ sound spelt</p> <p>-ey: the plural forms of these words are made by the addition of -s (e.g., donkeys, monkeys);</p> <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>
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		<p> 'oo' (e.g., book, good); 'oa' (e.g., road, coach); 'oe' (e.g., toe, goes); 'ou' (e.g., loud, sound); 'ow' (e.g., brown, down); 'ow' (e.g., own, show); 'ue' (e.g., true, rescue, Tuesday); 'ew' (e.g., new, threw); - 'ie' (e.g., lie, dried); 'ie' (e.g., chief, field); 'igh' (e.g., bright, right); 'or' (e.g., short, morning); 'ore' (e.g., before, shore); 'aw' (e.g., yawn, crawl); 'au' (e.g., author, haunt); 'air' (e.g., hair, chair); 'ear' (e.g., beard, near, year) 'ear' (e.g., bear, pear, wear); 'are' (e.g., bare, dare, scared); spelling words ending with -y (e.g., funny, party, family); spelling new consonants 'ph' and 'wh' (e.g., dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g., sketch, kit, skin). </p>	
Common Exception Words		<p> To spell all Y1 common exception words correctly. * To spell days of the week correctly. </p>	<p>To spell most Y1 and Y2 common exception words correctly.</p>

Prefixes and Suffixes		<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>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).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>
Further Spelling Conventions		<p>To spell simple compound words (e.g., dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g., can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g., the girl's book).</p> <p>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>To 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. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>
Writing: Transcription Handwriting	Reception	Year 1	Year 2
Letter Formation, Placement and Positioning	<p>Physical Development: Fine Motor Skills</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.</p>	<p>Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Form lower case letters of the correct size, relative to one another.</p> <p>Use spacing between words that reflects the size of the letters.</p>

	<p>Begin to show accuracy and care when drawing.</p> <p>Literacy: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these.</p>	
Joining Letters			<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>
Writing: Composition	Reception	Year 1	Year 2
Planning, Writing and Editing	<p>Communication and Language: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back and-forth exchanges with their teacher and peers.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>

Awareness of Audience, Purpose and Structure	<p>Communication and Language: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Expressive Arts and Design: Creating with Materials Make use of props and materials when role playing characters in narratives and stories.</p> <p>Expressive Arts and Design: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>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.</p>	<p>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>
Writing: Vocabulary, Grammar and Punctuation	Reception	Year 1	Year 2
Sentence Construction and Tense	<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. Write simple phrases and sentences that can be read by others.</p>	<p>Use simple sentence structures.</p>	<p>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>
Use of Phrases and Clauses		<p>Use the joining word (conjunction) 'and' to link ideas and sentences. Begin to form simple compound sentences.</p>	<p>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>

Punctuation		<p>Use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>Use finger spaces.</p> <p>Use full stops to end sentences.</p> <p>Begin to use question marks and exclamation marks.</p>	<p>Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p>
Use of Terminology		<p>Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>

*These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.