



Progression of Knowledge, Skills and Understanding - Writing

Writing: Transcription Spelling	Year 1	Year 2
Spelling Rules	<p>Learn all letters of the alphabet and the sounds, which they most commonly represent.</p> <p>Recognise vowel and consonant digraphs, which have been taught through RWI, 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, which includes: being able to divide words into syllables 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>	<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> <ul style="list-style-type: none"> • Ensure children know the meaning of each homophone <p>Apply further Y2 spelling rules, which includes: adding -es 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); -ey: the plural forms of these words are made by the addition of -s (e.g., donkeys, monkeys);</p>

<p>Common Exception Words</p>	<p>To spell Y1 common exception words correctly. the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our</p> <p>To spell days of the week correctly.</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 spell Y2 common exception words correctly.</p> <ul style="list-style-type: none"> • Ensure children can spell all Y1 words first <p>door, floor, poor, because, find, kind, mind, behind, child, children (not common exception but included due to link with child), wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p> <p>To write, from memory, simple and compound sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
<p>Prefixes and Suffixes</p>	<p>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).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>
<p>Further Spelling Conventions</p>	<p>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.</p>	<p>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 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	Year 1	Year 2
Letter Formation, Placement and Positioning	<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> <ul style="list-style-type: none"> • Ensure children are secure with the difference between lower and upper case letters <p>Sit at a table, holding a pencil comfortably and correctly. Correctly form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these.</p>	<p>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.</p>
Joining Letters		To begin to use the diagonal and horizontal strokes needed to join letters.
Writing: Composition	Year 1	Year 2
Planning, Writing and Editing	<p>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. Re-read their writing to check that it makes sense and independently begin to make changes. Read their writing aloud clearly enough to be heard by their peers and the teacher. Use adjectives to describe.</p> <ul style="list-style-type: none"> • Know what an adjective is 	<p>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 re-read to check that their writing makes sense and that the correct tense is used throughout. To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>

Writing: Vocabulary, Grammar and Punctuation	Year 1	Year 2
Sentence Construction and Tense	Use simple sentence structures.	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.
Use of Phrases and Clauses	Use the joining word (conjunction) 'and' to link ideas and sentences. Begin to form simple compound sentences.	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).
Punctuation	Use capital letters for names, places, the days of the week and the personal pronoun 'I'. Use finger spaces to separate words. Use full stops to end sentences. Introduce question marks and exclamation marks.	Use the full range of punctuation taught at Year 1 correctly, including: capital letters, full stops, question marks and exclamation marks. Use commas to separate items in a list. Use apostrophes to mark singular possession in nouns and missing letters in contractions.
Use of Terminology	Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. <ul style="list-style-type: none">• Ensure children are secure with Y1 terminology