

Sprowston Infant School Writing Progression Map EYFS – Y2

	EYFS	Year 1	Year 2
Phonic & Whole word spelling	<ul style="list-style-type: none"> • hear and say the initial sound in words. • segment the sounds in simple words and blend them together. • link sounds to letters, naming and sounding the letters of the alphabet. • attempt to write short sentences in meaningful contexts. <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • use phonic knowledge to write words in ways which match their spoken sounds. • write some irregular common words. • some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same. 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones
Other word building spelling	<ul style="list-style-type: none"> • continue a rhyming string. 	<ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1
Transcription	<ul style="list-style-type: none"> • give meaning to marks they make as they draw, write and paint. • begin to break the flow of speech into words. • use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • attempt to write short sentences in meaningful contexts. <p><u>Early Learning Goal</u></p>	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

	They write simple sentences which can be read by themselves and others.		
Handwriting	<ul style="list-style-type: none"> • hold pencil near point between first two fingers and thumb and use it with good control. • can copy some letters, e.g. letters from their name. • show a preference for a dominant hand. • begin to use anticlockwise movement and retrace vertical lines. • begin to form recognisable letters. • use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • handle equipment and tools effectively, including pencils for writing. 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' and to practise these. 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • 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. • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.
Contexts for Writing	<ul style="list-style-type: none"> • write own name • scribed stories based on own ideas <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • develop their own narratives and explanations by connecting ideas or events. <p>Non-fiction</p> <ul style="list-style-type: none"> • write simple factual sentences based around a theme • write labels, captions, lists, diagrams, message 	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • writing about real events • retell stories <p>Non-fiction</p> <ul style="list-style-type: none"> • write simple factual sentences based around a theme • labelled diagrams • write instructions 	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • imitate/innovate stories <p>Non-fiction</p> <ul style="list-style-type: none"> • write fact sheets in paragraphs • write more detailed instructions
Planning Writing	<p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • express themselves effectively, showing 	<ul style="list-style-type: none"> • understand beginning, middle and end of stories 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about

	awareness of listeners' needs. • talk through scribed story with an adult	• composing a sentence orally before writing it	• use 5 part story-lines • use story-maps for writing • group related ideas / facts into sections
Drafting Writing		• sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence
Editing Writing		• discuss what they have written with the teacher or other pupils	• evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation
Performing Writing	• join in with reading aloud of scribed story	• read their writing aloud clearly enough to be heard by their peers and the teacher.	• read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary		• leaving spaces between words • joining words and joining clauses using "and" • use adjectives • use limited time adverbials: e.g. First, Next, Finally	• expanded noun phrases to describe and specify • use story language • use adverbials of time • use technical vocabulary in non-fiction texts
Grammar	<u>Early Learning Goal</u> • express themselves effectively, showing awareness of listeners' needs. • use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	• regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • joining words and joining clauses using "and" • Sequencing sentences to form short narratives • separation of words with spaces	• sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and coordination (using or, and, or but) • some features of written Standard English

		<ul style="list-style-type: none"> • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession
Punctuation (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop • use a capital letter for own name and the personal pronoun 'I' 	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Grammatical Terminology	letter, capital letter, word, sentence, full stop, question mark	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma