

Sprowston Infant School Writing Progression Map EYFS – Y3

	EYFS	Year 1	Year 2	Year 3
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"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others. 	<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 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1)
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 	<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 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals

		<ul style="list-style-type: none"> • apply simple spelling rules and guidance from Appendix 1 		<ul style="list-style-type: none"> • use the first 2 or 3 letters of a word to check its spelling in a dictionary
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 simple phrases and sentences that can be read by others. 	<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. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
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. 	<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 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • increase the legibility, consistency and quality of their handwriting

	<ul style="list-style-type: none"> • 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"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 		<ul style="list-style-type: none"> • 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"> • Invent, adapt and recount narratives and stories with peers and their teacher. <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 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning Writing	<p>Talk through scribed story with an adult.</p> <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • (Verbally) Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, 	<ul style="list-style-type: none"> • understand beginning, middle and end of stories • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • use 5 part story-lines • use story-maps for writing • group related ideas / facts into sections 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

	with modelling and support from their teacher.			
Drafting Writing		<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)
Editing Writing		<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> • join in with reading aloud of scribed story. <p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	<p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own 	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" • use adjectives 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify • use story language • use adverbials of time 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

	<p>words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> • use limited time adverbials: e.g. First, Next, Finally 	<ul style="list-style-type: none"> • use technical vocabulary in non-fiction texts 	<ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar	<p><u>Early Learning Goal</u></p> <ul style="list-style-type: none"> • (Verbally) 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. 	<ul style="list-style-type: none"> • 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 • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • 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 • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession 	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble)
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) 	<ul style="list-style-type: none"> • using and punctuating direct speech (i.e. Inverted commas)

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	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
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