

Deep Dive into Writing: Whole-School Curriculum Progression Map

Writing: Transcription Spelling**	EYFS	KS1	
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2
Phonics and Spelling Rules	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To 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 	<p>To 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>To 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>To 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);

'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 'ch' 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);
- spelling words with the vowel digraphs and trigraphs:
- 'ai' and 'oi' (e.g. rain, wait, train, point, soil);

- 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 -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

- '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);

- 'ee' (e.g. green, week);

- 'ea' (e.g. sea, dream);

- 'ea' (e.g. meant, bread);

- 'er' stressed sound (e.g. her, person);

- 'er' unstressed schwa sound (e.g. better, under);

- 'ir' (e.g. girl, first, third);

- 'ur' (e.g. turn, church);

- 'oo' (e.g. food, soon);

- '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);

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);
- the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)
- the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);
- the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);
- the /z/ sound spelt 's' (e.g. television, usual).

		<ul style="list-style-type: none"> - '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). 	
Common Exception Words	To write some irregular common words.	<p>To spell all Y1 common exception words correctly.*</p> <p>To spell days of the week correctly.</p>	To spell most Y1 and Y2 common exception words correctly.

<p>Prefixes and Suffixes</p>		<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>
<p>Further</p>		<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</p>

that include words using the GPCs, common exception words and punctuation taught so far.

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).

Writing: Transcription Handwriting	EYFS	KS1	
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2
Letter Formation, Placement and Positioning	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>To 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>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>

Form lower case and capital letters correctly.

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Write recognisable letters, most of which are correctly formed.

Joining Letters

To begin to use the diagonal and horizontal strokes needed to join letters.

Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.

Listen to and talk about stories to build familiarity and understanding

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

Re-read what they have written to check it makes sense.

Develop storylines in their pretend play.

Write simple phrases and sentences that can be read by others.

Invent, adapt and recount narratives and stories with peers and teachers.

Use a wider range of vocabulary.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Can start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Learn new vocabulary.

Use new vocabulary throughout the day.

Describe events in some detail.

Use talk to help work out problems and organise thinking and activities.

Explain how things work and why they might happen.

Develop social phrases.

Use new vocabulary in different contexts.

Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.

To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.

To start to engage readers by using adjectives to describe.

To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.

To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

To read aloud what they have written with appropriate intonation to make the meaning clear.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

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.

Writing: Vocabulary, Grammar and Punctuation	EYFS	KS1	
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2
Sentence Construction and Tense	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	To use simple sentence structures.	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>

	<p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>		
<p>Use of Phrases and Clauses</p>	<p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>

Punctuation		<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions.
Use of Terminology		<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To 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>

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