

St Johns Writing Progression Document

	Nursery	Reception	Year 1	Year 2
Composition	<p><u>Communication and Language:</u></p> <ul style="list-style-type: none"> • Uses a wider range of vocabulary. • Develop communication – children may continue to have problems with irregular tenses and plurals. • Use longer sentences (4-6 words). • Use talk to organise themselves and their play. • To be able to express point of view. • Talk for writing – support to use connectives. <p><u>Literacy:</u></p> <ul style="list-style-type: none"> • To understand print has meaning. 	<p><u>Communication and Language:</u></p> <ul style="list-style-type: none"> • Composes simple single clause sentences orally. • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea to another using a range of connectives. • Listen and talk about stories to build familiarity and understanding. • Express their ideas and feelings about their experiences including past, present and future tenses making the use of conjunctions, with modelling and support from their teacher. 	<p><u>Sentence Structure:</u></p> <ul style="list-style-type: none"> • Uses simple/single clause sentences to recount own experiences in writing. • Punctuates multi-clause sentences, which use the coordinating conjunction 'and', some of the time. • Composes sentences orally, using a variety of grammatical structures. • Retains and transcribes own sentences a key phrase at a time, maintaining the sense most of the time. • Re-reads aloud what they have written to check sense. • Composes sentences using present and past tense. 	<p><u>Sentence Structure:</u></p> <ul style="list-style-type: none"> • Uses sentences with different forms: statement, question, exclamation, command. • Expands sentences using co-ordination (using or, and, but) and subordination (using when, if, that, because). • Uses expanded noun phrases to describe and specify e.g. <i>the blue butterfly</i>. • Shows some variation in sentence openings (not always opening with the subject). • Uses appropriate adjectives and adverbs to give essential information (link vocabulary choices). • Uses the present and past tenses mostly correctly and consistently including the progressive form (past progressive: he was running; present progressive: he is running).

		<p><u>Literacy:</u></p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop. • Re-read what they have written to check it makes sense. • Write short sentences that can be read by themselves and others. <p>To develop knowledge of sentence structure.</p> <p>Use of magnetic letters to support and aid learning.</p>		<ul style="list-style-type: none"> • Plan or saying aloud what they are going to write about, encapsulating what they want to say, sentence by sentence.
			<p><u>Punctuation:</u></p> <ul style="list-style-type: none"> • Leaves spaces between words. • Uses a capital letter for names of people, places, the days of the week and using the personal pronoun I. • Punctuates most single-clause sentences with a capital letter and full stop. • Punctuates sentences using question marks or exclamation marks some of the time. • Children attempt to edit work for sense. 	<p><u>Punctuation:</u></p> <ul style="list-style-type: none"> • Punctuates single clause sentences and multi-clause sentences using co-ordinating conjunctions most accurately. • Uses both familiar and new punctuation correctly most of the time, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). • Proof reads for spelling and punctuation errors.
			<p><u>Text organisation:</u></p> <ul style="list-style-type: none"> • Sequences sentences to form short narratives and simple non-fiction text types. • Makes some choices of appropriate vocabulary. • Conveys information and ideas in simple non-narrative forms such as simple lists for planning or reminding. 	<p><u>Text organisation:</u></p> <p>Children to begin developing stamina and positive attitudes to writing.</p> <ul style="list-style-type: none"> • Assembles information on a subject and uses texts read as a template for writing, using language appropriate for text type (writing for different purposes).

			<ul style="list-style-type: none"> • Uses simple features correctly e.g. <i>numbers in a list, greetings in a letter.</i> • Independently chooses what to write about. Children may say this aloud. • Lists words and phrases to describe details of first hand experiences using the senses. • Uses and continues a repeating pattern. • Begin to use time words to aid sequencing e.g. <i>first, next, finally.</i> • Assembles information on a subject in own experience. • Uses 'because' to provide reasoning. • Orally rehearses, plans and develops own magical ideas. <p>Fiction (Story Writing):</p> <ul style="list-style-type: none"> • Writes own version of a familiar story using a series of sentences to sequence events. • Include story language and patterns e.g. <i>one day, suddenly, in the end.</i> • Writes complete stories with a simple structure: beginning – middle – end. • Decides where stories are set, includes good and bad characters and uses some ideas from 	<ul style="list-style-type: none"> • Writes simple information texts incorporating labelled pictures and diagrams. • Selects appropriate words and phrases to describe details of first hand experiences and can justify their choices (writing about real events and personal experiences). • Uses a range of time words to aid sequencing. • Writes poems following a modelled style. <p>Fiction (Story writing):</p> <ul style="list-style-type: none"> • Plans and writes own stories with logical sequence of events, using complete sentences grouped together to tell the different parts of the story. • Describes characters and includes some dialogue (no expectation of speech punctuation). • Plans and writes narratives based on models provided, developing structure beyond simple beginning, middle and end plans or says out loud what they are going to write about.
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			reading for some incidents and events.	<ul style="list-style-type: none"> Re-tells/imitates/adapts familiar stories with events in sequence and includes some dialogue and formal story language.
			<u>Grammatical Terminology:</u> Children should use grammatical terminology to talk about their writing such as: <ul style="list-style-type: none"> Letter (Reception ARE) Word (Reception ARE) Capital letter Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark 	<u>Grammatical Terminology:</u> Children should use grammatical terminology to talk about their writing such as: <ul style="list-style-type: none"> Compound Suffix Tense (past/present) Apostrophe Comma Noun Noun phrase Statement Question Exclamation Command Suffix Verb Adverb Tense (Past and Present) <p>CONTINUES TO USE TERMINOLOGY FROM PREVIOUS YEAR GROUPS.</p>
			<u>Effect on Audience:</u> <ul style="list-style-type: none"> Discusses what they have written with the teacher or other pupils. Uses Story language, sequence patterns and sequencing words 	<u>Effect on Audience:</u> <ul style="list-style-type: none"> Writes stories often based on personal experiences or using typical settings, characters and events.

			<p>to organise events e.g. <i>then, next etc.</i></p> <ul style="list-style-type: none"> • Writes simple non-fiction text types linked to topics of interest/study or to personal experience e.g. recount or explanation, using the language of texts read as models for own writing. • Re-tells/imitates familiar stories and recounts events; includes main events in sequence, focusing on who is in the event, where events take place and what happens in each event. • Acts out stories and portrays characters and their motives. 	<ul style="list-style-type: none"> • Writes familiar stories/about familiar characters including relevant details that sustain the reader/listener's interest. • Explore character's feelings and situations in stories, using role play and oral rehearsal. • Suggests viewpoint with brief comments or questions on actions or situations. • Establishes basic purpose of a text (e.g. main features of a story or a report), uses some features of the given form maintaining consistency in purpose and tense. • Chooses words carefully for effect in poetry, e.g. <i>uses alliteration</i>. • Re-reads to check that their writing makes sense, and that tenses are consistent. • Evaluates their writing with the teacher and other pupils. • Read aloud what they have written with appropriate
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				intonation to make the meaning clear.
Transcription	<p><u>Handwriting:</u> (Taken from Physical Development objectives)</p> <ul style="list-style-type: none"> • Use one handed tools and equipment. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Following PenPals Handwriting blocks: clapping and tapping, speed and rhythm, round and flowing, dots and mixed patterns. <p><u>Literacy:</u></p> <ul style="list-style-type: none"> • Write some letters accurately. • Write some or all of their name. • Use some print and knowledge in early letter writing e.g. writing a pretend shopping list or writing 'm' for mummy. • Generating meaning to marks they make. 	<p><u>Handwriting:</u> (Taken from Physical Development objectives)</p> <ul style="list-style-type: none"> • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases. • Begin to show care and accuracy when writing and drawing. • Form recognisable lowercase and capital letters correctly. • Develop small motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing. 	<p><u>Handwriting:</u></p> <ul style="list-style-type: none"> • Sits correctly at a table, holding a pencil comfortably and correctly. • Begins to form lower-case letters in the correct direction, starting and finishing in the right place e.g. middle or top. • Forms capital letters. • Forms digits 0-9. • Understands which letters belong to which handwriting families (link to PenPals) e.g. letters that are formed in similar ways. • Make distinctions in most writing between ascenders and descenders and other 'between the line' letters. • Clearly distinguishes between similar looking letters e.g. h/n, a/g, a/e. 	<p><u>Handwriting:</u></p> <ul style="list-style-type: none"> • Forms lower-case letters of the correct orientation and size relative to one another. • Starts writing at the middle or the top of letters leaves the end ready to join later. • Has begun to use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left un-joined. • Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • Using spacing between words that reflect the size of the letters.

	<p>Develop phonological awareness by:</p> <ul style="list-style-type: none"> Spotting and suggesting rhymes. Count syllables in words. Recognise words with the same initial or sound. 	<p><u>Spelling:</u></p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences sometimes using a capital letter and full stop. 	<p><u>Spelling:</u></p> <p>Spell:</p> <p>Write simple sentences that are dictated by the teacher that include words using including GPCs and common exception words taught so far (Appendix 1).</p> <ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught. Common exception words. The days of the week. <p>Names the letters of the alphabet:</p> <ul style="list-style-type: none"> Naming the letters of the alphabet in order. Using letter names to distinguish between alternative spellings of the same sound. <p>Add prefixes and suffixes:</p> <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 some simple spelling rules listed in English Appendix 1. 	<p><u>Spelling:</u></p> <ul style="list-style-type: none"> Apply spelling rules taught Year 2 (Appendix 1) Write from memory simple sentences dictated by the teacher that include words using the GPCs, common expectation words and punctuation taught so far. Use some features of written Standard English. <p>Spell by:</p> <ul style="list-style-type: none"> Segmenting spoken words into phonemes representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Spell common exception words. Spell more words with contracted forms. Learning to possessive apostrophe (singular).
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