

Progression Grid for Writing



	Key components of Writing	Reception	Year 1	Year 2
Transcription Skills	Spelling	<p>Use their phonic knowledge which match their spoken sounds</p> <p>Write some irregular common words</p> <p>Name the letters of the alphabet</p> <p>Spell words containing each of the 44 phonemes taught so far.</p>	<p>Spell most common exception words in Year 1 spelling appendix.</p> <p>Recognise and spell a set of simple compound words</p> <p>Use alternative spellings of the same sound</p> <p>Use the prefix- un</p> <p>Use suffixes- ed -er -est where no change is made to the root word</p> <p>Understand the rule for adding -s or -es as plural markers for nouns and third person singular marker for verbs</p> <p>Apply simple spelling rules found in the NC guidance</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which 1 or more spellings are already known including common homophones</p> <p>Distinguish between homophones and near homophones.</p> <p>Spell common exception words</p> <p>Spell more words with contracted forms</p> <p>Use possessive apostrophe (singular)</p> <p>Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules found in the NC guidance</p>
	Punctuation	<p>Begin to punctuate with a full stop</p> <p>Use a capital letter for the personal pronoun I</p>	<p>To punctuate sentences using a capital letter and a full stop. Begin to use question marks and exclamation marks</p> <p>Use a capital letter for names, places, days of the week and the personal pronoun I</p>	<p>Use the following punctuation correctly Full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession.</p>
	Grammar	<p>Letter, Capital letter, Word,</p>	<p>Singular Plural Punctuation</p>	<p>Noun Noun phrase Statement</p>

		<p>Sentence, Full stop</p>	<p>Question mark Exclamation mark Adjective</p>	<p>Question Exclamation Command Compound Suffix Adjective Adverb Verb past tense Present tense Apostrophe Comma</p> <p>Use sentences with different forms- statement, question, exclamation and command</p> <p>Use past and present tense correctly</p> <p>Use subordination and coordination</p> <p>Use suffixes to form new words</p>
	Vocabulary		Join words and clauses using and	Use co ordinations- or and but, and some sub-co ordinations when, if, that because.
	Handwriting	<p>To sit correctly at a table, holding a pencil in a comfortable grip.</p> <p>Form most lower case letters correctly</p> <p>Form most digits 0-9 correctly</p> <p>Leave spaces between words</p>	<p>Form all lower case and upper case letters correctly</p> <p>Form digits 0-9 correctly</p>	<p>Form lower case letters of the correct size relative to one another.</p> <p>Use some diagonal and horizontal strokes to join letters.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another to lower case letters.</p>

Composition Skills	Planning	Orally rehearse words and phrases before writing Compose a sentence orally before writing	Say out loud what they are going to write Begin to use story maps and writing frames to aid planning	Plan what they are going to write either orally or via a written plan.
	Drafting	Write simple sentences that can be read by themselves and others	Sequence sentences to form short narratives	Write down ideas, key words or new vocabulary Write simple coherent narratives Write about simple events recording these simply and clearly
	Editing	Re read what they have written	Discuss what they have written Re read what has been written checking it makes sense. Check for missed capital letters and full stops	Evaluate their writing with a peer or teacher Re read to check their writing makes sense. Proof read to check for punctuation and grammatical errors.