

 <p><b>Writing Skills and Knowledge Progression</b></p>	EYFS	Year 1	Year 2
<p>Language, Vocabulary, and Spelling.</p>	<p>I can participate in small group, class and one-to-one discussions, offering my own ideas, <b>using recently introduced vocabulary</b></p> <p>I can offer explanations for why things might happen, <b>making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b></p> <p>I can express my ideas and feelings about my experiences using full sentences, including use of <b>past, present and future tenses and making use of conjunctions</b>, with modelling and support from their teacher.</p>	<p>I can spell words containing each of the <b>40+ phonemes taught</b></p> <p>I can spell <b>common exception words</b>.</p> <p>I can spell the <b>days of the week</b></p> <p>I can name the <b>letters of the alphabet</b> in order</p> <p>I can use <b>letter names</b> to distinguish between <b>alternative spellings</b> of the same sound</p> <p>I can spell words with <b>simple phoneme/grapheme correspondence accurately</b> e.g. cat, dog, red</p> <p>I can make phonetically plausible attempts at writing longer words.</p> <p>I can use the spelling rule for adding <b>–s or –es as the plural marker</b> for nouns</p>	<p>I can segment spoken words into <b>phonemes</b> and represent these by <b>graphemes, spelling many correctly.</b></p> <p>I can learn new ways of <b>spelling phonemes</b> for which 1 or more spellings are already known, and learn some words with each spelling, including a <b>few common homophones</b></p> <p>I can learn to spell <b>common exception words</b>.</p> <p>I can distinguish between <b>homophones and near homophones</b>.</p> <p>I can use the <b>possessive apostrophe (singular)</b></p> <p>I can spell more words with <b>contracted forms</b></p> <p>I can add suffixes to spell longer words, including <b>–ment, –ness, –ful, –less, –ly</b></p>

<p>Language, Vocabulary, and Spelling.</p>		<p>and the third person singular marker for verbs</p> <p>I can use the prefix <b>un-</b> and use <b>-ing, -ed, -er and -est</b> where no change is needed in the spelling of root words</p> <p>I can apply <b>simple spelling rules</b> and guidance from Appendix 1</p>	<p>I can show awareness of <b>silent letters</b> in spelling e.g. knight, write</p> <p>I can use <b>-le ending</b> as the most common spelling for this sound at the end of words</p> <p>I can apply <b>spelling rules</b> and guidelines from Appendix 1</p>
<p>Plan, Draft, Edit &amp; Evaluate</p>	<p>I can verbally retell <b>known stories</b>.</p> <p>I can make up structured stories using my <b>knowledge of stories I've heard</b>.</p> <p>I can make up a story with a <b>beginning, middle, and end</b>.</p>	<p>I can <b>compose a sentence</b> orally before writing.</p> <p>I can say a sentence out loud before writing it – <b>oral rehearsal</b>.</p> <p>I can <b>sequence</b> sentences to form <b>short narratives</b>.</p> <p>I can <b>read</b> my writing to check that it makes sense to myself and to an adult.</p> <p>I can begin to independently make a change to my writing so that I can make my writing better.</p>	<p>I can write narratives about <b>personal experiences and those of others (real and fictional)</b>.</p> <p>I can plan what I am going to write about, including writing down ideas and/or <b>key words and new vocabulary</b> eg: <b>mind-maps</b>.</p> <p>I can <b>sequence</b> what I want to say sentence by sentence.</p> <p>I can make simple <b>additions, revisions and corrections</b> to my own writing by <b>evaluating my writing</b> with the teacher and other pupils.</p> <p>I can <b>read</b> to check that my writing makes sense and that the correct tense is used throughout with the help of an adult where necessary.</p> <p>I can check for errors in <b>spelling, grammar and punctuation</b> with the help of an adult where necessary.</p>

<p>Letter formation/ Handwriting</p>	<p>I can hold a pencil effectively in preparation for fluent writing – using the <b>tripod grip</b> in almost all cases.</p> <p>I can use a range of <b>small tools, including scissors, paint brushes and cutlery</b></p> <p>I can begin to show accuracy and care when <b>drawing</b>.</p>	<p>I can <b>sit correctly at a table, holding a pencil comfortably and correctly.</b></p> <p>I can continue to develop <b>tripod grip of a pencil/pen.</b></p> <p>I can write some <b>lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place.</b></p> <p>I can <b>form digits 0-9.</b></p>	<p>I can <b>sit correctly at a table, holding a pencil comfortably and correctly.</b></p> <p>I can master the <b>tripod grip of a pen/pencil.</b></p> <p>I can <b>form lower case letters of the correct size, relative to one another.</b></p> <p>I can use <b>spacing between words that reflects the size of the letters.</b></p> <p>I can write <b>capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</b></p>
<p>Text, Structure &amp; Features (including Grammar &amp; Punctuation)</p>	<p>I know that <b>words can be written.</b></p> <p>I know the <b>sounds that the taught letters make.</b></p> <p>I can <b>write my name.</b></p> <p>I know how to <b>write the taught letters.</b></p> <p>I can spell some <b>familiar words.</b></p> <p>I can spell some <b>HFW.</b></p> <p>I can start my <b>sentence with a capital letter and finish it with a</b></p>	<p>I can use <b>simple sentence structures that are accurately punctuated with a capital letter and a full stop.</b></p> <p>I can use <b>simple conjunctions (and, but) to link ideas in sentences.</b></p> <p>I can form <b>simple compound sentences.</b></p> <p>I can use <b>capital letters</b> for names, places, the days of the week and the personal pronoun 'I'.</p> <p>I can use <b>finger spaces.</b></p> <p>I can use <b>full stops</b> to end sentences.</p>	<p>I can use the <b>present tense and the past tense</b> mostly correctly and consistently.</p> <p>I can <b>form sentences with different forms: statement, question, exclamation, command.</b></p> <p>I can use <b>co-ordination (or/and/but).</b></p> <p>I can use some <b>subordination (when/if/that/because).</b></p> <p>I can use <b>expanded noun phrases</b> to describe and specify (e.g. the blue butterfly).</p>

<p>Text, Structure &amp; Features (including Grammar &amp; Punctuation)</p>	<p><b>full stop.</b></p> <p>I can write <b>captions and simple sentences using sentence using conjunction and.</b></p>	<p>I can use <b>question marks and exclamation marks.</b></p>	<p>I can use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> <li>- <b>capital letters, full stops, question marks and exclamation marks;</b></li> <li>- <b>commas to separate lists;</b></li> <li>- <b>apostrophes to mark singular possession and contractions.</b></li> </ul>
<p>Transcription</p>	<p>I can write <b>words</b> dictated by the teacher hearing the majority of the <b>sounds</b> I need.</p>	<p>I can write <b>simple sentences</b> dictated by the teacher, thinking about the <b>sound I need and remembering by finger spaces, Capital letter and full stops.</b></p>	<p>I can write down <b>complex sentences</b> dictated by my teacher, thinking carefully about the <b>correct spelling of common words, and adding the correct punctuation.</b></p>
<p>Context for writing.</p>	<p><b>Juniper Juniper</b> Superhero story / letter writing</p> <p><b>Star in a jar</b> Catching theme / Lost poster</p> <p><b>The extraordinary Gardener</b> Plant growing theme story / intructions</p> <p><b>Storm Whale</b> Friendship story/ Animal poems</p>	<p><b>Major Glad, Major Dizzy</b> Discovery story / recount</p> <p><b>Rapunzel</b> Traditional tale / instructions</p> <p><b>Hermelin</b> Detective story / Letters</p> <p><b>Where the wild things are</b> Portal story / Information</p> <p><b>The secret of black rock</b> Return story / Postcards</p> <p><b>The last wolf</b> Hunting story / recipe instructions</p>	<p><b>A River</b> Circular narrative / Letter</p> <p><b>The night gardener</b> Setting narrative / Diary</p> <p><b>The Bog Baby</b> Finding narrative / instructions</p> <p><b>Grandad’s Island</b> Return narrative / information</p> <p><b>The king who banned the dark</b> Mistake narrative / information</p> <p><b>Rosie Rivere</b> Invention narrative / explanation</p>