

# Progression Map – Writing – Manorfield I & N School



Areas of Learning		Early Years		National Curriculum Strands	
Writing		Nursery	Reception	Year 1	Year 2
TRANSCRIPTION	Phonic & whole word spelling	<p>R5 • attempt to write their own name, or other names and words, using combinations of lines, circles and the initial letter of their own name and other curves, or letter-type shapes</p> <p>R5 • show interest in letters on a keyboard, identifying familiar words</p> <p>R6 • give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>R6 • start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>R6 • begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>R6 • use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p>		<ul style="list-style-type: none"> <li>spell words containing each of the 40+ phonemes taught</li> <li>spell common exception words</li> <li>spell the days of the week</li> <li>name the letters of the alphabet in order</li> <li>use letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>segment spoken words into phonemes and represent these by graphemes, spell many words correctly</li> <li>learn 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</li> <li>learn to spell common exception words</li> </ul>
	Other word building spelling			<ul style="list-style-type: none"> <li>use the spelling rule to add –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>use the prefix un–</li> <li>use –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>apply simple spelling rules and guidance from <a href="#">Appendix 1</a></li> </ul>	<ul style="list-style-type: none"> <li>learn to spell more words using the contracted apostrophe</li> <li>learn how to spell words using the possessive apostrophe (singular – e.g. the girl's book)</li> <li>distinguish between homophones and near-homophones</li> <li>add suffixes to spell longer words including –ment, -ness, -ful,, -less, -ly</li> <li>apply spelling rules and guidance, as listed in <a href="#">English appendix 1</a></li> </ul>

## Progression Map – Writing – Manorfield I & N School

	Areas of Learning	Early Years		National Curriculum Strands	
	Writing	Nursery	Reception	Year 1	Year 2
	<b>Transcription</b>	<p>R5 • include mark making and early writing in their play</p> <p>R5 • sometime give meaning to their drawings and paintings</p> <p>R5 • ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves</p> <p>R6 • enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p>	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	
<b>HANDWRITING</b>	<b>Handwriting</b>	<p>R5 • begin to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>R5 • imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</p>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spaces between words that reflects the size of the letters</li> </ul>	
	<b>Contexts for writing</b>	<p>R5 • make up stories, play scenarios, and drawings in response to experiences, such as outings</p>		<ul style="list-style-type: none"> <li>• write narratives about personal experiences and those of others (real and fictional)</li> <li>• write about real events</li> <li>• write poetry</li> <li>• write for different purposes</li> </ul>	

## Progression Map – Writing – Manorfield I & N School

Areas of Learning		Early Years		National Curriculum Strands	
Writing		Nursery	Reception	Year 1	Year 2
<b>COMPOSITION</b>	<b>Planning writing</b>			<ul style="list-style-type: none"> <li>• to say out loud what they are going to write about before writing it</li> <li>• compose a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• plan or say out loud what they are going to write about before writing it</li> </ul>
	<b>Drafting writing</b>			<ul style="list-style-type: none"> <li>• sequence sentences to form short narratives</li> <li>• re-read what has been written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• write down ideas and/or key words, including new vocabulary</li> <li>• encapsulate what they want to say, sentence by sentence</li> </ul>
	<b>Editing writing</b>			<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate their writing with the teacher and other pupils</li> <li>• reread their work to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proofread to check for errors in spelling, grammar and punctuation</li> </ul>
	<b>Performing writing</b>			<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>
<b>VOCABULARY, GRAMMAR AND PUNCTUATION</b>	<b>Grammar</b>			<ul style="list-style-type: none"> <li>• consolidate Reception</li> <li>• add the suffixes –s, -es as the plural marker for nouns and the third person singular marker for verbs (she waits, she watches)</li> <li>• use the suffixes (-ing, -ed, -er and -est) where no change is needed in the spelling of root words</li> <li>• use the prefix un-</li> <li>• sequence sentences to form short narratives</li> <li>• join words and join clauses using the conjunction 'and'</li> </ul>	<ul style="list-style-type: none"> <li>• consolidate Year 1</li> <li>• to write a variety of sentence types - statement, question, exclamation and command</li> <li>• to use expanded noun phrases to describe and specify (e.g. the blue butterfly)</li> <li>• use the past and present tenses correctly and consistently including the progressive form (e.g he is drumming, he was shouting)</li> <li>• use conjunctions - use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• use some features of written Standard English</li> <li>• use suffixes to form new words (-ful, -er, -ness)</li> <li>• use the grammar for year 2 in English appendix 2</li> </ul>



## Progression Map – Writing – Manorfield I & N School

	<b>Punctuation</b>		<ul style="list-style-type: none"> <li>• <i>use capital letter for own name</i></li> </ul>	<ul style="list-style-type: none"> <li>• leave spaces between words</li> <li>• begin to punctuate sentences using:               <ul style="list-style-type: none"> <li>- capital letters for the beginning of sentences</li> <li>- capital letters for names of people, places and days of the week</li> <li>- capital letter for the personal pronoun 'I'</li> <li>- full stops</li> <li>- question marks</li> <li>- exclamation marks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• learn 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)</li> </ul>
	<b>Grammatical Terminology</b>			<p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p> <p>pre-fix suffix</p>	<p>noun noun phrase statement question exclamation command compound word adjective verb, suffix adverb tense (past, present) contracted/possessive - apostrophe comma</p>

**Material highlighted in grey comes from the Appendix 2 document: Vocabulary, grammar and punctuation**