

# Burlington Infant School - Writing Progression



	EYFS	Year 1	Year 2	Year 3
TRANSCRIPTION	<p><b>30-50</b> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p> <p><b>40-60</b> Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words. Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
CONTEXTS FOR WRITING			<p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p>	

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PHONICS AND WHOLE WORD SPELLING	(see phonics progression document)	<p>To Spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<p>To spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning 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>• learning to spell common exception words</li> <li>• distinguishing between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones (see spellings progression)</li> </ul>
OTHER WORD BUILDING AND SPELLING		<p>To spell:</p> <ul style="list-style-type: none"> <li>• using the spelling rule for adding –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>• spell using –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 Appendix 1</li> </ul>	<p>To spell by:</p> <ul style="list-style-type: none"> <li>• learning the possessive apostrophe (singular)</li> <li>• learning to spell more words with contracted forms</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidelines from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>
SETTING	Talk about their own settings for a story.	Include a setting in their story.	Describe the setting using adjectives.	Describe the setting using adjectives and similes.

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CHARACTER	Create a character for a story.	Write simple sentences to describe a character.	Begin to use simple adjectives to describe a character's appearance.	Develop characters using increasing detail.
PLOT	Create a story map to retell a familiar story using the main parts of the plot.	Write a story with a clear beginning and end.	Write a story with a clear beginning, middle and end.	Develop the plot following a story mountain.
PERFORMING WRITING		Read their writing aloud clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear.	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
NON-FICTION	Explain whether their writing is fiction or non – fiction.	Use simple headings where appropriate.	Organise writing using simple subheadings.	Use complex subheadings e.g. subheadings as questions and bullet points to order information.
WRITING including grammar, vocabulary and punctuation	<p>Write simple labels, phrases and sentences which can be read by themselves and others (phonetically plausible and using HFWs appropriately at relevant phase and with spaces between words).</p> <p>Begin to punctuate simple sentences using a capital letter and a full stop.</p> <p>Use a capital letter for their name and the personal pronoun 'I'.</p>	<p>Sequence sentences to form short narratives which show an understanding of sequencing.</p> <p>Join words and sentences using and.</p> <p>Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week and personal pronoun 'I'.</p>	<p>To use sentences with different forms: statement, question, exclamation, command.</p> <p>Correctly and consistently use verbs to indicate time, including verbs in the continuous form.</p> <p>Use subordination and coordination (when, if, that, because or, and, but).</p> <p>Punctuate using full stops, capital letters, question marks, commas for lists and apostrophes for contracted forms</p>	<p>Use simple sentence structures consistently applying adverbs and adjectives accurately.</p> <p>Use and punctuate direct speech.</p> <p>Use and understand the grammatical difference between plural and possessive 's'.</p> <p>Know and use all direct speech punctuation correctly Use commas after fronted adverbials. Use a colon to introduce a list.</p>

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PLANNING / COMPOSITION		<p>To write sentences by:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>	<p>To write sentences by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about.</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure</li> </ul>
DRAFTING	Use pictures to plan out a simple story.	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• re-read what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense.</li> </ul>
EVALUATE and EDIT	Talk to the teacher about what they have written.	<p>Discuss what they have written with the teacher or other pupils, making direct references to specific parts of their writing.</p> <p>Re-read what is written to check that it makes sense.</p>	<p>Evaluate their writing with the teacher and other pupils, explaining their language choices.</p> <p>Proof read to check for missing full stops and capital letters.</p> <p>Re-read what is written to check that it makes sense and that the verbs indicating time are used correctly and consistently.</p>	<p>Peer assess using a given 'writing assessment framework'. Can proof-read for spelling and punctuation errors.</p> <p>Read aloud their own writing to a group/whole class and make the meaning clear.</p>
VOCABULARY	ELG - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	<p>Write leaving spaces between words</p> <p>Use joining words and joining clauses using "and".</p>	To write expanded noun phrases to describe and specify, (e.g. the blue butterfly)	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause (and place).</li> </ul>

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GRAMMAR		<p>To write / spell using:</p> <ul style="list-style-type: none"> <li>• regular plural noun suffixes (-s, -es)</li> <li>• verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• un- prefix to change meaning of adjectives/adverbs</li> <li>• to combine words to make sentences, including using and</li> <li>• Sequencing sentences to form short narratives</li> <li>• separation of words with spaces</li> <li>• Sentence demarcation (. ! ?)</li> <li>• capital letters for names and pronoun 'I')</li> </ul>	<p>To write using:</p> <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and coordination (using or, and, or but)</li> <li>• some features of written Standard English</li> <li>• suffixes to form new words (-ful, -er, -ness)</li> <li>• sentence demarcation</li> <li>• commas in lists</li> <li>• apostrophes for omission &amp; singular possession</li> </ul>	<ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• form nouns using prefixes (super-, anti-)</li> <li>• use the correct form of 'a' or 'an'</li> <li>• word families based on common words (solve, solution, dissolve, insoluble)</li> </ul>
PUNCTUATION	<p>Begin to punctuate simple sentences using a capital letter and a full stop. Use a capital letter for their name and the personal pronoun 'I'.</p>	<ul style="list-style-type: none"> <li>• begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</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>	<ul style="list-style-type: none"> <li>• using and punctuating direct speech (i.e. Inverted commas)</li> </ul>

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HANDWRITING	<p><b>22-36</b> Shows a preference for a dominant hand.</p> <p><b>30-50</b> Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Shows a preference for a dominant hand.</p> <p><b>40-60</b> Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>ELG</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating obstacles.</p>	<p>Understand which letters belong to which 'handwriting family'.</p> <p>Form lower case letters of the correct size relative to each other.</p> <p>Use spaces between words</p>	<p>Join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Begin to use some of the diagonal and horizontal strokes needed to join letters.</p>	<p>Consistently join all appropriate letters increasing the legibility.</p> <p>I use diagonal and horizontal strokes when joining my writing.</p> <p>My writing is neat, joined and legible.</p>