



Burlington Infant School

English (Writing) Skills Progression



Progression of Skills				
Skill domain:	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Spelling	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters (Literacy: ELG Writing) 	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught Spell common exception words Spell the days of the week Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Use the prefix un- Use -ing, -ed, -er and -est where no change is needed in the spelling of root words Apply simple spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> Segment spoken words into phonemes and representing these by graphemes, spelling many correctly Learn 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 Learn to spell common exception words Learn to spell more words with contracted forms Learn the possessive apostrophe (singular) Distinguish between homophones and near-homophones Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed (Literacy: ELG Writing) • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases (Physical Development: ELG Fine Motor Skills) 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
Composition	<ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others (Literacy: ELG Writing) • Invent, adapt and recount narratives and stories with peers and their teacher (Expressive Arts and Design: ELG Being Imaginative and Expressive) 	<ul style="list-style-type: none"> • Say out loud what they are going to write about • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly 	<ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional) • Write about real events • Write poetry • Write for different purposes • Plan or say out loud what they are going to write about • Write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, 	<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas • Compose and rehearse sentences orally, progressively building a varied and rich vocabulary

		<p>enough to be heard by their peers and their teacher</p>	<p>sentence by sentence</p> <ul style="list-style-type: none"> • Evaluate their writing with the teacher and other pupils • Re-read to check that their writing makes sense • Proof-read to check for errors in spelling, grammar and punctuation • Read aloud what they have written with appropriate intonation to make meaning clear 	<p>and an increasing range of sentence structures (English Appendix 2)</p> <ul style="list-style-type: none"> • Organise paragraphs around a theme • In narratives, create settings, characters and plot • In non-narrative material, use simple organisational devices • Assess the effectiveness of their own and others' writing and suggest improvements • Propose changes to grammar and vocabulary • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and control the tone and volume so that meaning is clear
<p>Vocabulary, Grammar & Punctuation</p>		<ul style="list-style-type: none"> • Leave spaces between words • Join words and join clauses using 'and' • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Learn the grammar for year 1 in English Appendix 2 • Use the grammatical terminology in English Appendix 2 in discussing their writing 	<ul style="list-style-type: none"> • Learn how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • Use sentences with different forms: statement, question, exclamation, command • Use expanded noun phrases to describe and specify • Use the present and past tenses 	<ul style="list-style-type: none"> • Extend the range of sentence with more than one clause by using a range of conjunctions, including when, if because, although • Use the present perfect form of verbs in contrast to the past tense • Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use conjunctions, adverbs and prepositions to express

			<p>correctly</p> <ul style="list-style-type: none">• Use subordination (using when, if, that, or because) and coordination (using or, and, or but)• Use the grammar for year 2 in English Appendix 2• Use some features of written Standard English• Use and understand the grammatical terminology in English Appendix 2 in discussing their writing	<p>time and cause</p> <ul style="list-style-type: none">• Use fronted adverbials• Learn the grammar for year 3 in English Appendix 2• Use commas after fronted adverbials• Indicate possession by using the possessive apostrophe with plural nouns• Use and punctuate direct speech• Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
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