

Sprowston Infant School Writing Progression Map EYFS – Y3

	Nursery	Reception	Year 1	Year 2	Year 3
Phonic & Whole word spelling	<ul style="list-style-type: none"> • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. 	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sounds with letters • Learn GPCs as outlined in the FFT Success for all Phonics progression document • Segment and write CVC and CVCC words including longer words • Spell words by identifying the sounds in them and representing the sounds with a letter or letters 	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same. 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words • distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1)
Other word building spelling	<ul style="list-style-type: none"> • spot and suggest rhyme 	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sounds. 	<ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals

			<ul style="list-style-type: none"> • apply simple spelling rules and guidance from Appendix 1 		<ul style="list-style-type: none"> • use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ul style="list-style-type: none"> • Write their first name accurately • Secure 'First Steps to Phonics' as outlined in the Success for all Phonics Scheme 	<ul style="list-style-type: none"> • Mark making and assigning meaning to marks • Write initial sounds to write labels (L) • Write simple sentences and phrases that can be read by them and others • Write short sentences with words with known letter sound correspondences using a capital letter and full stop. • Articulate their ideas and thoughts in well-formed sentences (C&L) 	<ul style="list-style-type: none"> • 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"> • 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"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks (PD) • Show preference for a dominant hand • Use a comfortable grip with good control when holding pens and pencils (PD) • Write some letters accurately (L) 	<ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons (PD). • Use their core muscle strength to achieve a good 	<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 	<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 and understand which letters, when adjacent to one another, are best left unjoined. • write capital letters and digits of the correct size, orientation and relationship 	<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

		<p>posture when sitting at a table or sitting on the floor. (PD)</p> <ul style="list-style-type: none"> • Hold a pencil effectively and in a tripod grip in preparation for fluent handwriting (PD) • Form lowercase letters correctly 	<p>handwriting 'families' and to practise these.</p>	<p>to one another and to lower-case letters</p> <ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. 	<p>quality of their handwriting</p>
Contexts for Writing	<ul style="list-style-type: none"> • use some of their print and letter knowledge in their early writing e.g writing a pretend shopping list that starts at the top of the page writing 'm' for mummy. • Understand the five key concepts about print (L) - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing - Know that words have meaning 	<ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (C&L) <p>Non-fiction</p> <ul style="list-style-type: none"> • write simple factual sentences based around a theme • write labels, captions, lists, diagrams, message 	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • writing about real events • retell stories <p>Non-fiction</p> <ul style="list-style-type: none"> • write simple factual sentences based around a theme • labelled diagrams • write instructions 	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • imitate/innovate stories <p>Non-fiction</p> <ul style="list-style-type: none"> • write fact sheets in paragraphs • write more detailed instructions 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

<p>Planning Writing</p>	<ul style="list-style-type: none"> • Be able to tell a long story. • (Verbally) Use longer sentences of four to six words. 	<ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (C&L) • Listen to and talk about stories to build familiarity and understanding (C&L) • Connect one idea or action to another using a range of connectives 	<ul style="list-style-type: none"> • understand beginning, middle and end of stories • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • use 5 part story-lines • use story-maps for writing • group related ideas / facts into sections 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
<p>Drafting Writing</p>			<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)
<p>Editing Writing</p>		<ul style="list-style-type: none"> • Re-read what they have written to check it makes sense 	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements

				<p>time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> • proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Engage in extended conversations about stories, learning new vocabulary 	<ul style="list-style-type: none"> • Learn poems rhymes and songs (C&L) • Engage in story times (C&L) • Engage in non-fiction books (C&L) 	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • 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.
Vocabulary	<ul style="list-style-type: none"> • Use a wider range of vocabulary • Understand a question or instruction that has two parts 	<ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity 	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" • use adjectives 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify • use story language • use adverbials of time • use technical vocabulary in non-fiction texts 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of

	<ul style="list-style-type: none"> • Understand why questions 	<p>with new knowledge and vocabulary (C&L)</p> <ul style="list-style-type: none"> • Learn new vocabulary • Use new vocabulary through the day • Use new vocabulary in different contexts 	<ul style="list-style-type: none"> • use limited time adverbials: e.g. First, Next, Finally 		<p>conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar	<ul style="list-style-type: none"> • Develop their communication but may continue to have problems with irregular tenses and plurals such as 'runned' for 'ran' or 'swimmed' for 'swam' 	<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives • Articulate their ideas and thoughts in well-formed sentences e.g past tense, plurals. • Describe events in some detail e.g time conjunctions 	<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • joining words and joining clauses using "and" • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and coordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists 	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble)

			<ul style="list-style-type: none"> • capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • apostrophes for omission & singular possession 	
Punctuation (edited to reflect content in Appendix 2)		<ul style="list-style-type: none"> • write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> • beginning 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' 	<ul style="list-style-type: none"> • learning 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) 	<ul style="list-style-type: none"> • using and punctuating direct speech (i.e. Inverted commas)
Grammatical Terminology	Letters, sounds, pencil, mark making, up, down, round, top, bottom	writing, letters, words, sentences, vowels, consonants, punctuation, phonics, finger space, full stop, capital letter, question mark	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')