



Seamer and Irton CP School

Progression of knowledge and skills in Writing

EYFS and KS1



Substantive Knowledge Disciplinary Knowledge

	EYFS	Y1	Y2
Transcription: Spelling	<ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match their spoken sounds • Spell some irregular common words 	<ul style="list-style-type: none"> • Spell: <ul style="list-style-type: none"> - words containing each of the 40+ phonemes already taught - common exception words - the days of the week • Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes: <ul style="list-style-type: none"> - using the spelling rule for adding –s or –es - using the prefix un - using –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"> • Spell by: <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 one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl’s book] - distinguishing 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
Transcription: Handwriting	<ul style="list-style-type: none"> • Show good control and co-ordination in large and small movements • Handle equipment and tools effectively, including pencils for writing • Use the tripod grip comfortably, for writing and drawing • Write correctly formed letters 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Form lowercase 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 practise these 	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • If forming unjoined letters well, 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 to one another and to lower case letters • Use spacing between words that reflects the size of the letters

Composition	<ul style="list-style-type: none"> • Write simple phrases and sentences which can be read by themselves and others 	<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading 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 enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • Develop positive attitudes towards, and stamina for, writing by: <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 • Consider what they are going to write before beginning by: <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence • Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Spell some words correctly and ensure others are phonetically plausible 	<ul style="list-style-type: none"> • Leave spaces between words • Join words and clauses using 'and' • Use plural noun suffixes -s or -es • Use the suffixes -ing, -ed or -es • Use the prefix un • Use plural noun suffixes -s or -es • 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"> • Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> - learning 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 omission and singular possession

			<ul style="list-style-type: none"> • Learn how to use: <ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for year 2 in English Appendix 2 - some features of written Standard English
Vocabulary	blend, segment, grapheme, phoneme, digraph, trigraph, tricky word, upper case/capital letter, finger space, full stop	See English Appendix 1 and Appendix 2	See English Appendix 1 and Appendix 2