



Progression of Skills and Knowledge: Writing

Skills	Pre – School	Year R	Year 1	Year 2	Year 3
Composition	Enjoy drawing freely using mark making which they give meaning too. Make marks on their pictures to stand for their name. To begin using some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list To begin using mark making skills to give meaning to possible writing.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Can have an awareness that a sentence is a group of words that make sense Can compose a simple sentence after discussion with an adult. Can write 4 quality sentences showing awareness that ideas and events can be put into an appropriate order.	Can write simple, coherent narratives (real or fictional) after discussion with an adult Can write real events recording these simply and clearly Can check verb tenses, punctuation and spelling Can make corrections after discussion with an adult	Can plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas Can draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Can organise paragraphs around a theme when writing narratives, creating settings, characters and plot Can organise paragraphs in non-narrative material, using simple organisational devices [for example, headings and sub-headings] Can evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements Can propose changes to grammar and vocabulary



					to improve consistency, including the accurate use of pronouns in sentences Can proof-read their writing for spelling and punctuation errors Can read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Punctuation & Grammar		To know that a sentence needs a capital letter. To read back their written work with some support to check it makes sense.	Can use the conjunction and to join 2 simple sentences. Can write a sentence containing a capital letter, full stop (if needed) and finger spaces. Can use a capital letter for names, people, places, days of the week and the personal pronoun I.	Can write expanded noun phrases in a sentence after discussion with an adult. Can use the conjunctions and and but in a sentence after discussion with an adult. Can use subordination clause because to explain an idea. Can use present and past tenses mostly correctly and consistently. Can demarcate most sentences in their writing with CL and FS Can use ? correctly when required Can use comma's to denote a list.	Can write using a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can using the present perfect form of verbs in contrast to the past tense Can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Can use conjunctions, adverbs and prepositions to express time and cause Can use fronted adverbials Can use commas after fronted adverbials Can



				Can use possessive apostrophes to show belonging Can use an apostrophe correctly for contracted words.	indicate possession by using the possessive apostrophe with plural nouns Can use and punctuate direct speech Can use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.
Spelling	To know initial sounds (e.g. /a/ for apple) To know some of the sounds of their name.	Spell words using taught phonemes by sounding before spelling.	Can spell many words using the phonemes taught in the SSP Can spell many Y1 common exception words within their writing. Can name the letters of the alphabet Can understand the spelling rule for adding -s and -es for plurals.	Can spell many Y2 common exception words within their writing. Can give understanding of what a homophone is. Can correctly spell many common homophones (their, there, sea, see, where, wear, hear, here) Can apply spelling rules to suffixes as per school SSP Can spell many words with contracted form using the correct apostrophe Can convert contracted form into separate words Can use known graphemes correctly to spell words within writing.	Can use further prefixes and suffixes and understand how to add them spell further homophones Can spell words that are often misspelt Can place the possessive apostrophe accurately in words with regular plurals Can use the first two or three letters of a word to check its spelling in a dictionary Can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Handwriting	To begin using pre-writing skill per handwriting policy.	Begin to print lower case and capital letters properly as per school handwriting policy.	Can form lower case letters and capital letters in the write direction starting and finishing in the right place.	Can correctly form most lower-case letters as outlined in the school's handwriting guidance,	Can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one



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				showing some consistency and control over their size. Can use spacing between words that reflects the size of the of the letters. Can form diagonal and horizontal strokes mostly accurately	another, are best left unjoined Can increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
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