LONGMAN'S HILL CP WRITING PROGRESSION DOCUMENT

	EYFS	YEAR 1	YEAR 2	Year 3
TRANSCRIPTION Spelling / phonics	**ELG** Spell words by Identifying sounds and Representing with letter/s	**See separate spelling progression grid** • words containing each of the 40+ phonemes taug • 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 sound	**See separate spelling progression grid** • 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	**See separate spelling progression grid** • Spell further homophones • Spell words that are often misspelt NC App 1 • Spelling most words using the taught spelling patterns and common exception words from the Y3 list • use the first 2 or 3 letters of a word to check its spelling in a dictionary
TRANSCRIPTION Word building		• using the spelling rule for adding –s or –es as the plural marker for nouns eg dog(s) wish(es) and the third person singular marker for verbs (eg -s dances, sings or -es mixes, rushes) • using the prefix un–to change the meaning of adjectives eg unkind and verbs eg untie • using suffixes–ing, –ed, –er and–est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1	• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1 • Add suffixes to form adjectives eg -ful -less • Add suffixes -er / -est to adjectives and -ly to turn adjectives into adverbs • Form compound words	• form nouns using prefixes (super-, anti-,auto-) Forms nouns using previously taught suffixes (un,s,es, ing,ed,er,est) • use the correct form of 'a' or 'an' depending on Whether the next word begins with a vowel or consonant • Word families based on common words • (solve, solution, dissolve, insoluble)
TRANSCRIPTION Handwriting	**3/4YR** Write some letters accurately **RECEPTION** Form lower-case and capital letters correctly **ELG** Write recognisable letters, most of which are correctly formed.	• sit correctly at a table, holding a pencil comfortal 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' and to practise these	• 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 to one another and to lower-case letters	• 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
Contexts for writing	Child initiated Mark making & Writing about Personal interests • writing for different purposes	• writing narratives about personal experiences an those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	Develop writing stamina by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Writing for a range of purposes and audiences
COMPOSITION Planning writing	With support: • saying out loud what they are going to write about	• saying out loud what they are going to write abo • composing a sentence orally before writing it, Combining words to form sentences.	• planning or saying out loud what they are going to write about	• Selecting vocabulary and language features which show awareness of the reader • 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
COMPOSITION Drafting Writing (inc Vocab & Grammar)	**3/4YR** Use some of their print and letter knowledge in their writing. Write some or all of their name **RECEPTION** **ELG** Write simple Words, phrases & Sentences that can be read by others	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • joining words and joining clauses using "and"	• write from memory simple sentences dictated by the that include words using the GPCs, common exception words and punctuation taught so far. • writing down ideas and/or key words, including new Vocabulary • encapsulating what they want to say, sentence by Sentence • use expanded noun phrases to describe and specify Eg the blue butterfly / plain flour • Use sentences with different forms: statement, question, exclamation, command • use the present and past tenses correctly and consistently including the progressive form of verbs in present / past tense eg she is drumming, he was shouting • use subordination (using when, if, that, or because) and coordination (using or, and, or but) • use some features of written Standard English	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • using the present perfect form of verbs in contrast to the past tense eg He has gone out to play contrasted with He went out to play. • using conjunctions (when, before, after, meanwhile So, because), adverbs(then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time, cause and place • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)
COMPOSITION Editing Writing	**RECEPTION** Re-read what they have written to check that it makes sense.	• discuss what they have written with the teacher or other pupils Read own work and begin to make corrections (with support) to punctuation and spelling	Make simple additions, revisions & corrections by: • evaluating their writing with the teacher and other Pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar punctuation	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
COMPOSITION Performing writing	Give verbal meaning to their mark making	• 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	• 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.

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COMPOSITION Punctuation	**RECEPTION** Write short sentences with words with known letter correspondences using a capital letter and full stop.	• leaving spaces between word • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places the days of the week, and the personal pronoun 'I	• use spacing between words that reflects the size of the letters. • use the possessive apostrophe (singular) in Nouns eg the girl's coat • use familiar punctuation correctly, including full stops, capital letters, exclamation marks, question marks, • use commas for lists • Use apostrophes to show where letters are missing (contraction)	• Use the possessive apostrophe accurately In words with regular plurals eg the ducks' nests. • using Inverted commas to punctuate direct speech • use familiar punctuation correctly, including full stops, capital letters, exclamation marks, question marks, use commas for lists, apostrophes for (contraction)
Grammatical Terminology	Letter Capital letter Word Full stop	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')