



Writing Progression Document

(Key Performance Indicators in bold text)

Areas of Study	EYFS	Year 1	Year 2
Phonics/whole word spelling	<ul style="list-style-type: none">• I can write recognisable letters, most of which are correctly formed.• I can spell words by identifying sounds in them and representing the sounds with a letter/letters.	<ul style="list-style-type: none">• I can spell words containing each of the 40+ phonemes already taught.• I am learning to spell common exception words.• I am learning to spell the days of the week.	<ul style="list-style-type: none">• I can segment spoken words into phonemes and represent these with graphemes, spelling many correctly.• I can learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling.• I am learning to spell common exception words.
Other word building spelling		<ul style="list-style-type: none">• I can name the letters of the alphabet in order.• I can use letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes.• I can use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.	<ul style="list-style-type: none">• I can use the possessive apostrophe (singular)• I can spell more words with contracted forms.• I can add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.• I can apply spelling rules and guidelines from Appendix 1.

		<ul style="list-style-type: none"> • using the prefix un- • using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] 	
Transcription	<ul style="list-style-type: none"> • I can write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • I can 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"> • I can write from memory simple sentences, dictated by the teacher, including words and punctuation taught so far.
Handwriting		<ul style="list-style-type: none"> • I can sit correctly at a table, holding a pencil comfortably and correctly. • I can begin to form lower-case letters in the correct direction, starting and finishing in the right place. • I can form capital letters. • I can form digits 0-9. • I can 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"> • I can form lower-case letters of the correct size relative to one another. • I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best formed without joining. • I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • I can use spacing between words that reflects the size of the letters.

Contexts for writing		<ul style="list-style-type: none"> • I can sequence sentences to form short narratives. 	<ul style="list-style-type: none"> • I can write narratives about personal experiences and those of others (real and fictional). • I can write about real events. • I can write poetry. • I can write for different purposes.
Planning writing		<ul style="list-style-type: none"> • I can say out loud what I am going to write about. • I can compose a sentence orally before writing it. 	<ul style="list-style-type: none"> • I can plan or say out loud what I am going to write about.
Drafting writing		<ul style="list-style-type: none"> • I can re-read what I have written to check that it makes sense. 	<ul style="list-style-type: none"> • I can write down ideas and/or key words, including new vocabulary. • I can encapsulate what I want to say sentence by sentence.
Editing writing		<ul style="list-style-type: none"> • I can discuss what I have written with the teacher or other pupils. 	<ul style="list-style-type: none"> • I can evaluate my writing with the teacher and other pupils. • I can re-read my writing to check that it makes sense. • I can re-read my writing to check that verbs that have been used to indicate time have been used correctly and consistently, including verbs in the continuous form. • I can proofread my writing to check for errors in my

			spelling, grammar and punctuation.
Performing writing		<ul style="list-style-type: none"> I can read aloud my writing clearly enough to be heard by my peers and the teacher. 	<ul style="list-style-type: none"> I can read aloud what I have written with appropriate intonation to make the meaning clear.
Vocabulary			<ul style="list-style-type: none"> I can use expanded noun phrases to describe and specify.
Grammar			<ul style="list-style-type: none"> I can write sentences with different forms: statement, question, exclamation, command. I can use the present and past tenses correctly and consistently. I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). I can use suffixes to form new words (-ful, -er, -ness). I can demarcate my sentences.

			<ul style="list-style-type: none"> • I can use commas in lists. • I can use apostrophes for omission & singular possession.
Punctuation	<ul style="list-style-type: none"> • I can use finger spaces between words. 	<ul style="list-style-type: none"> • I can leave finger spaces between words. • I can use joining words and joining clauses using 'and'. • I am beginning to punctuate sentences using a capital letter, full stop, exclamation marks and question marks. • I can 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"> • I am 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).
Grammatical terminology	Letter, sound, finger space, word	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, syllable, prefix, suffix	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb