

Writing Progression End of Year Expectations



	EYFS – Nursery	EYFS - Reception	Year 1	Year 2
Vocabulary, Grammar and Punctuation		<ul style="list-style-type: none"> Increasingly using capital letters, finger spaces and full stops. 	<ul style="list-style-type: none"> writes a sentence that make sense using capital letters and full stops uses <i>and</i> to join words and clauses sequences sentences to form short narratives uses capital letters for names of people, places, days of the week and personal pronoun <i>I</i> begins to use question marks and exclamation marks in writing uses some descriptive language 	<ul style="list-style-type: none"> recognises and writes (grammatically correct) different types of sentences: <u>statements</u>, <u>questions</u>, <u>commands</u> and <u>exclamations</u> understands and uses coordinating and subordinating conjunctions to construct and extend sentences uses the past and present tense correctly throughout writing inc. the progressive form use uses capital letters for proper nouns accurately uses a range of punctuation almost always correctly – full stops, question mark, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession uses expanded <u>noun phrases</u>, adjectives and adverbs for description and specification
Writing Process	<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. 	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> writes short narratives based on real and fictional experiences uses a simple plan (e.g. storyboard, flowchart) re-reads what has been written to check it makes sense makes simple changes to writing where suggested reads aloud own writing clearly enough to be heard by peers and the teacher 	<ul style="list-style-type: none"> writes narratives about personal experiences and those of others (real and fictional) writes for different purposes (including poetry) uses plans to support writing links ideas and events using strategies to create ‘flow’ evaluates the effective use of word choice, grammar and punctuation makes appropriate additions, revisions and corrections proof reads to check for errors in spelling, grammar and punctuation re-reads writing to check for correct and consistent tense evaluates writing with teachers and peers
Transcription - Spelling	<ul style="list-style-type: none"> Hears and says the initial sound in words. Can segment the sounds in simple words and can blend them together. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy 	<ul style="list-style-type: none"> In writing some words are spelled correctly and others are phonetically plausible. Writes some irregular common words. E.g. the, was, to Spell words by identifying sounds in them and representing the sound with a letter or letters. 	<ul style="list-style-type: none"> compound words days of the week numbers to 20 words ending in <i>tch</i> <u>plurals</u> of nouns and verbs adding -s and -es to word verbs where no change is needed to the root words adding ending -ing -ed -er adjectives where no change is needed to the root word adding -er and -est 	<ul style="list-style-type: none"> uses phonic knowledge to spell simple monosyllabic and polysyllabic words Y2 CEW / HFW spells frequently used homophones / near homophones words using the possessive apostrophe (singular nouns) adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel words with the suffixes -ment, -ness, -ful and -less words ending in -tion recognises own spelling errors and makes some attempt to correct these <u>compound</u> nouns

			<ul style="list-style-type: none"> • words with the addition of the prefix un- • Y1 CEW / HFW • phonetically plausible attempts of new words 	
Transcription - Handwriting	<ul style="list-style-type: none"> • Shows a preference for a dominant hand. • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Writes recognisable letters, most of which are correctly formed. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<ul style="list-style-type: none"> • use knowledge of handwriting 'families' to begin to form letters correctly • spaces evident between words 	<ul style="list-style-type: none"> • words are almost always appropriately and consistently spaced in relation to the size of the letters • some diagonal and horizontal strokes are used to join letters