

## Haddenham St Mary's Writing progression map - EYFS to Year 2

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
<p><b>Phonics</b></p> <p><b>Spelling rules</b></p>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• blend sounds into words, so that they can read short words made up of known letter-sound correspondences</li> <li>• read some letter groups that each represent one sound and say sounds for them</li> <li>• read a few common exception words matched to the school's phonic programme</li> <li>• read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul> <p><b><u>Early Learning Goal</u></b></p> <ul style="list-style-type: none"> <li>• say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• read words consistent with their phonic knowledge by sound-blending</li> <li>• read aloud simple sentences and</li> </ul>	<ul style="list-style-type: none"> <li>• spell most words containing each of the 40+ phonemes previously taught</li> <li>• spell all year 1 common exception words</li> <li>• spell the days of the week</li> <li>• use letter names to distinguish between alternative spellings of the same</li> <li>• know all letters of the alphabet and the sounds which they most commonly represent</li> <li>• recognise consonant digraphs which have been taught and the sounds which they represent</li> <li>• recognise vowel digraphs and trigraphs which have been taught and the sounds which they represent</li> <li>• recognise words with adjacent consonants</li> <li>• spell some words in a phonically plausible way, even if sometimes incorrect</li> <li>• divide words into syllables</li> <li>• apply simple spelling rules and guidance from Appendix 1 as per year 1</li> <li>• spell simple compound words.</li> </ul>	<ul style="list-style-type: none"> <li>• segment spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others</li> <li>• learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including some common homophones</li> <li>• learn to spell most year 1 and year 2 common exception words</li> <li>• distinguish between homophones and near-homophones</li> <li>• apply simple spelling rules and guidance from Appendix 1 as per year 2.</li> </ul>

	books that are consistent with their phonic knowledge, including some common exception words.		
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• write short sentences with words with known letter-sound correspondences using a capital letter and full stop</li> <li>• use a capital letter for own name and the personal pronoun 'I'</li> <li>• use finger spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• punctuate sentences using a capital letter and a full stop</li> <li>• use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• begin to use a question mark or exclamation mark.</li> </ul>	<ul style="list-style-type: none"> <li>• learn how to use both familiar and new punctuation correctly: including full stops, capital letters, exclamation marks, question marks, commas for lists</li> <li>• use apostrophes to mark contracted forms and the possessive (singular)</li> <li>• introduce speech marks to punctuate direct speech.</li> </ul>
<b>Word structure</b>  <b>Prefixes and suffixes</b>		<ul style="list-style-type: none"> <li>• use the spelling rule for adding -s or -es to form regular plurals correctly</li> <li>• use the prefix un- to change meaning of adjectives/adverbs</li> <li>• use suffixes that can be added to verbs: ing, -ed, -er and -est where no change is needed in the spelling of root words.</li> </ul>	<ul style="list-style-type: none"> <li>• learn the possessive apostrophe (singular)</li> <li>• learn to spell words with contracted forms</li> <li>• add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly, -er, est, -tion</li> <li>• use of the prefixes dis, un and mis.</li> </ul>

<p><b>Sentence construction</b></p> <p><b>Tense and grammar</b></p>	<ul style="list-style-type: none"> <li>• how 'and' can be used to join words and sentences</li> <li>• write simple phrases and sentences that can be read by others.</li> <li>• connect one idea or action to another using a range of connectives.</li> </ul>	<ul style="list-style-type: none"> <li>• sequence sentences to form short narratives</li> <li>• introduce past tense by using irregular verbs</li> <li>• joining words and joining clauses using co-ordination using 'and' 'or' 'but' 'because'</li> <li>• use adjectives</li> <li>• use time adverbials: e.g. first, next, finally.</li> </ul>	<ul style="list-style-type: none"> <li>• use sentences with different forms: statement, question, exclamation, command</li> <li>• use the present and past tenses correctly and consistently including the progressive form</li> <li>• use some features of written Standard English</li> <li>• use subordination (using when, if, that, because)</li> <li>• use co-ordination (or, and, but)</li> <li>• use expanded noun phrases to describe and specify</li> <li>• use story language</li> <li>• use adverbials of time</li> <li>• use technical vocabulary in non-fiction texts.</li> </ul>
<p><b>Grammatical terminology</b></p>	<p>letter, capital letter, word, sentence, full stop, question mark.</p>	<p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark.</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma.</p>
<p><b>Transcription</b></p>	<ul style="list-style-type: none"> <li>• articulate their ideas and thoughts in well-formed sentences</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>

	<p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>• write simple phrases and sentences that can be read by others.</li> </ul>		
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• show a preference for a dominant hand</li> <li>• develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>• write recognisable letters, most of which are correctly formed</li> <li>• form lower-case and capital letters correctly</li> </ul> <p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>• hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• form lowercase and capital letters in the correct direction, starting and finishing in the right place</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• join most writing using the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>
<b>Contexts for writing</b>	<ul style="list-style-type: none"> <li>• write own name</li> <li>• scribed stories based on own ideas</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• write simple factual sentences based around a theme</li> <li>• write labels, captions, lists, diagrams and messages.</li> </ul>	<ul style="list-style-type: none"> <li>• use a number of simple features of different text types</li> <li>• sequencing sentences to form short narratives</li> <li>• write about real events</li> <li>• retell stories</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• write factual sentences based around a theme</li> <li>• labelled diagrams</li> <li>• write instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• write for different purposes within fiction and non-fiction structures</li> <li>• write narratives about personal experiences and those of others (real and fictional)</li> <li>• write about real events</li> <li>• write poetry</li> <li>• write for different purposes</li> <li>• imitate/innovate stories</li> </ul>

			<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• write fact sheets in paragraphs</li> <li>• write more detailed instructions</li> <li>• use headings and subheadings.</li> </ul>
<b>Planning and drafting writing</b>	<ul style="list-style-type: none"> <li>• learn new vocabulary</li> <li>• develop their own narratives and explanations by connecting ideas or events</li> <li>• uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>	<ul style="list-style-type: none"> <li>• understand beginning, middle and end of stories</li> <li>• compose a sentence orally before writing it.</li> </ul>	<ul style="list-style-type: none"> <li>• plan or say out loud what they are going to write about</li> <li>• use story-maps for writing</li> <li>• group related ideas / facts into sections</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulate what they want to say, sentence by sentence.</li> </ul>
<b>Editing writing</b>	<ul style="list-style-type: none"> <li>• re-read what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> <li>• re-read what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate their writing with the teacher and other pupils to make simple additions, revisions and corrections</li> <li>• reread to check that their writing makes sense and that the correct tense is used throughout</li> <li>• proofread to check for errors in spelling, grammar and punctuation.</li> </ul>
<b>Performing writing</b>	<ul style="list-style-type: none"> <li>• join in with reading aloud of scribed Story.</li> </ul>	<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>