



Stour Federation Partnership Reception and Key Stage 1 Writing Progression Map

	Reception	Year 1	Year 2
Spelling	<ul style="list-style-type: none"> •to use their phonic knowledge to write words which match their spoken sounds. •to write some irregular common words 	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • 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 • using the prefix -un • Using -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 	<ul style="list-style-type: none"> • 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 • learning the possessive apostrophe (singular) <ul style="list-style-type: none"> • learning to spell more words with contracted forms • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules and guidelines from Appendix 1

<p style="text-align: center;">Handwriting</p>	<ul style="list-style-type: none"> • develop gross motor skills • develop fine motor skills • develop patterns <p><i>8 Jarman patterns</i></p> <ul style="list-style-type: none"> • to handle equipment and tools effectively, including pencils for writing. • children learn correct letter formation using handwriting phrase with a picture prompt • teachers demonstrate how to place the letters on the line. Picture prompts and handwriting phrases help children to visualise the size and placement of letters. 	<ul style="list-style-type: none"> • continue to develop gross and fine motor skills • sit correctly at a table, holding a pencil comfortably and correctly • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another • form capital letters • form digits 0-9 • finger spacing • Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join. <p>sh, ch, th, ng, nk ay , ee, igh, ow, oo, ar, or air, ir, ou, oy,ph, kn, au es, ed, ing, er, est</p>	<ul style="list-style-type: none"> • Use 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 spacing between words that reflects the size of the letters. <p><i>ai, ay, wh, oh, ie, ue, oe, ve, le, dg, oa, wa, wo, ear, oor, our, ck, al, el, at, il, ill, ui, ey, aw, ur, an, ip, ok, ot, ob, ol, oi, oy, on, op, ov, cc, eg, ic, ad, ug, dd, ag, oc, og, od, va, vo, as, is, os, ws, ns, ds, ls, ts, ks, ea, oa, aw, au, ur, er, gn</i></p>
<p style="text-align: center;">Planning</p>	<ul style="list-style-type: none"> • to use talk to organise, sequence and clarify thinking, ideas, feelings and events. • to develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about

<p style="text-align: center;">Drafting</p>	<ul style="list-style-type: none"> • to begin to use more complex sentences to link thoughts when speaking(e.g. Using ‘and’ and ‘because’) • to write simple sentences which can be read by themselves and others • to use their phonic knowledge to write words in ways which match their spoken sounds 	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • Writing down ideas and/or keywords, including new vocabulary encapsulating what they want to say sentence by sentence
<p style="text-align: center;">Editing</p>	<ul style="list-style-type: none"> • children to read their sentences after writing (can be read by themselves or others) 	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils • begin to proofread to check for missing capital letters and full stops. • spelling of Year 1 common exception words. 	<ul style="list-style-type: none"> • 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 and punctuation
<p style="text-align: center;">Grammar</p>		<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronouns (‘I’) 	<ul style="list-style-type: none"> • sentences with different forms: sentence, question, exclamation,command • the present and past tenses correctly and consistently including the progressive form • subordination (using when,if, that or because) and coordination (using or, and or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission and singular possession • adding -ing, -est where the root word

			changes
Punctuation	<ul style="list-style-type: none"> • gaps between words- finger spaces • capital letters at start of sentences • full stop at end of sentence 	<ul style="list-style-type: none"> • 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, months of the year and the personal pronoun 'I' 	<ul style="list-style-type: none"> • 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)
Vocabulary	<ul style="list-style-type: none"> • joining words and joining clauses using 'and' 	<ul style="list-style-type: none"> • joining words and joining clauses using 'and', 'but', 'or', 'so', 'because' 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify
Performing Writing	<ul style="list-style-type: none"> • attempt to read their writing aloud to their peers and their teacher 	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear
Terminology	<ul style="list-style-type: none"> • letter, word, capital letter, special friends, digraphs, trigraphs, full stop 	<ul style="list-style-type: none"> • letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, nouns, verbs, adjectives, consonant, vowel 	<ul style="list-style-type: none"> • noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma