

Writing progression document – EYFS/KS1

Writing sub-areas by Foundational & Conceptual modes	EYFS	Y1	Y2
Vocabulary, grammar and punctuation F	<p>Use new vocabulary throughout the day (verbally).</p> <p>I am beginning to write short sentences using a capital letter and full stop.</p>	<p>I can use a capital letter to start my sentences, though I sometimes need reminding.</p> <p>I can use a capital letter for names and for 'I', though I sometimes need reminding.</p> <p>I can use a capital letter for all the days of the week.</p> <p>I can use a full stop to end my sentences, though I sometimes need reminding.</p> <p>I can use all of the key words to explain the grammar in my writing (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark).</p>	<p>I use capital letters to start my sentences.</p> <p>I use capital letters for names and for 'I'.</p> <p>I can add a question mark at the end of a question.</p> <p>I can add an exclamation mark at the end of an exclamation.</p> <p>I can make the correct choice between two homophones in my writing (e.g. 'their' and 'there', 'hear' and 'here').</p> <p>I can use capital letters and full stops correctly nearly all the time.</p> <p>I can use commas in a list.</p> <p>I can add suffixes to spell longer words (e.g. '-ment', '-ness', '-ful', '-less', '-ly').</p> <p>I can use an apostrophe to show possession (e.g. the girl's book).</p> <p>I can use all of the key words to explain the grammar in my writing (noun, noun phrase, statement, question, exclamation, command (instruction), compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma).</p>
Vocabulary, grammar and punctuation C		<p>I can write most of my work in simple sentences (links to ELG 10).</p> <p>I can say if a sentence is a question and add a question mark when reminded.</p> <p>I can say if a sentence is an exclamation and add an exclamation mark when reminded.</p> <p>I can use joining words e.g. 'and', 'or' and 'but'.</p>	<p>I write sentences that have a subject and a verb (e.g. The boy runs).</p> <p>I can write in the past tense (e.g. He fell down the hole).</p> <p>I can write in the present progressive tense (e.g. They are jumping on the trampoline).</p> <p>I can write in the third person and not get mixed up: she, he, it and they.</p> <p>I can use different ways to start a sentence (e.g. Suddenly..., After a while..., Just then...).</p>

		<p>I can add different endings to verbs that don't need to change (e.g. helping, helper, helped).</p> <p>I can add un- to the beginnings of words to change their meanings (e.g. unkind, undo, untie).</p>	<p>I can make my sentences longer by using conjunctions (e.g and, but, or).</p> <p>I can use imperative or 'bossy' verbs appropriately e.g. Open the book.</p> <p>I can make a good choices of adjectives so that they match the nouns e.g. they played a complicated game.</p> <p>I can read back what I have written and make some corrections to my grammar and punctuation.</p> <p>I can write different types of sentence (e.g. statement, question, exclamation, or instruction) using the proper sentence structure for each type of sentence.</p> <p>I can write sentences with the progressive verb form to show that an action is happening or was happening (e.g. she is drumming, he was shouting).</p>
Handwriting F	<p>I can use my small motor skills so that I can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>I can use the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>I can write recognisable letters, most of which are correctly formed;(ELG).</p>	<p>I can sit at a table and hold my pencil correctly (links to ELG 4).</p> <p>I can write some lower case letters the way my teacher has shown me (links to ELG 4).</p> <p>I write from left to right (links to ELG 10).</p> <p>I know which letters are formed in the same way (e.g. a,c,d,g,o,q).</p> <p>I can write capital letters (links to ELG 4).</p> <p>I can write the digits 0-9.</p> <p>I can form 15 or more lower case letters the way my teacher has shown me (links to ELG 10).</p> <p>I can write so that most people can read my writing (links to ELG 10).</p> <p>I can write with letters that are the same size and formed correctly.</p> <p>I can usually leave spaces between words.</p>	<p>I always leave spaces between words when I write.</p> <p>I form all my letters properly and make them a similar size.</p> <p>I can place letters properly on a line including ascending and descending letters.</p> <p>I can write capital letters and digits of the correct size compared to lower case letters.</p> <p>I can join some letters using the right formation when I write and I know which letters I don't need to join.</p>
Handwriting C			

<p>Transcription F</p>	<p>I can spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>I can write words and short sentences with words with known sound – letter correspondences.</p> <p>I can spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)</p> <p>I can write simple phrases and sentences that can be read by others (ELG).</p>	<p>I can write the letters of the alphabet in response to hearing the sounds (links to ELG 10).</p> <p>I can name the letters of the alphabet.</p> <p>I can spell words using the 40+ phonemes.</p> <p>I can write the sounds ‘-ff’, ‘-ll’, ‘-ss’, ‘-zz’, ‘-ck’.</p> <p>I can write the sounds ‘-nk’, ‘-tch’, ‘-ve’.</p> <p>I can split words into syllables and make an attempt at spelling them e.g. tr/ip, fin/ish/ing.</p> <p>I can spell the common exception words for Y1 (the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our).</p> <p>I can spell the days of the week.</p> <p>I can write simple sentences dictated by my teacher.</p>	<p>I can spell many words correctly by segmenting them.</p> <p>I can spell some phonemes with different graphemes (e.g. ‘-ai’, ‘a-e’).</p> <p>I can write the letters of the alphabet in the correct order.</p> <p>I can make words ending in ‘-y’ into plurals (e.g. ‘baby’ ‘babies’, ‘fly’ ‘flies’).</p> <p>I can spell words with contracted forms (e.g. can’t, don’t, won’t, wouldn’t, I’ll).</p> <p>I can spell the common exception words for Y2 (door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas).</p> <p>I can use most of the spelling rules and patterns in the Year 2 list in my writing.</p> <p>I can write simple sentences dictated by my teacher using the words and punctuation I have learned.</p>
<p>Transcription C</p>		<p>I can add ‘-s’ to a word to make it plural.</p> <p>I can add different endings to adjectives that don’t need to change (e.g. grander/grandest, fresher/freshest).</p>	<p>I can read back what I have written and check that my spelling is correct using the spelling rules I have been taught.</p>
<p>Composition F</p>	<p>I can Connect one idea or action to another using a range of connectives.</p>		
<p>Composition C</p>	<p>I can articulate my thoughts and ideas in well – formed sentences.</p> <p>I can say what I have written.</p>	<p>I can say out loud what I am going to write about.</p> <p>I can say a sentence before I write it.</p> <p>I can write two or three sentences about the same topic.</p>	<p>I can write an account that has more than one idea in it.</p> <p>I can write an account that has a good beginning.</p> <p>I can group my ideas together in logical sequence.</p> <p>I can write a good ending to my account.</p>

	<p>My writing can be read by others. I can write simple phrases and sentences that can be read by others (ELG).</p>	<p>I can read what I have written to check it makes sense. I can talk about what I have written. I can read my writing aloud so that I can be heard by my teacher and my friends.</p>	<p>I can use descriptive noun phrases to describe a person or a thing e.g. the gold ring. I can think of different words that might fit in a piece of writing and choose some that will be more interesting. I can plan what I am going to write about by writing down ideas and important words. I can write about cause and effect (e.g. using: when, if, that, because). I can write descriptions that make clear pictures for readers. I can write for different purposes (e.g. story, report, instructions). I can read back what I have written and comment on whether it makes good sense. I can review my writing and judge if my readers would find it interesting or exciting.</p>
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