



Writing Progression in Mastery: EYFS to KS1

ELG	3-and 4- year-olds	Children in reception	NC focus	Year 1	Year 2
<p>Writing</p>	<p>Use some of their print and letter knowledge in their early writing</p>	<p>Spell words by identifying the sounds and then writing the sound with letters</p>	<p>Grammar - Word</p>	<ul style="list-style-type: none"> • Use plural noun suffixes - s and -es • Add suffixes to verbs where no change is needed to the root • Change the meaning of verbs and adjectives by adding prefix <i>un-</i> 	<ul style="list-style-type: none"> • Form nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] • Form adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) • Use the suffixes <i>-er, -est</i> in adjectives and use <i>-ly</i> in Standard English to turn adjectives into adverbs
<p>Communication and Language</p>		<ul style="list-style-type: none"> • Use new vocabulary in different contexts (communication and language) • Describe events in some detail (communication and language) 	<p>Grammar - Sentence</p> <p>Cohesion: Detail</p>		<p>Write expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p>

<p>Writing</p> <p>Communication and Language</p>	<p>Write some or all of their name</p>	<p>Connect one idea or action to another using a range of connectives (Communication and language)</p>	<p>Grammar - sentence</p> <p>Cohesion: Varying sentence types</p>	<ul style="list-style-type: none"> ● Combine words to make sentences ● Leave spaces between words ● Join words and clauses using <i>and</i> ● Sequence sentences to form short narratives 	<ul style="list-style-type: none"> ● Use subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) ● Write sentences with different forms: Statement, question, exclamation or command
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	3-and 4- year-olds	Children in reception	NC focus	Year 1	Year 2
Communication and Language	Develop their communication of irregular tenses and plurals (communication and language)		Grammar Cohesion: Tenses		Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Writing		Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Grammar - Punctuation	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]

Writing Composition

3- and 4- year-olds	Children in reception	Year 1	Year 2
<p>Write some letters accurately</p> <p>Use some of their print and letter knowledge in their early writing</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Understand 'why' questions (communication and language)</p>	<p>Re-read what they have written to check that it makes sense</p> <p>Form lower-case and capital letters correctly</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (communication and language)</p> <p>Articulate their ideas and thoughts in well-formed sentences (communication and language)</p>	<p><u>Write sentences:</u></p> <p>Say out loud what is going to be written about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read and check sense</p> <p>Discuss what has been written with the teacher or other pupils</p> <p>Read writing aloud clearly enough to be heard by peers and the teacher</p>	<p><u>Develop positive attitudes towards and stamina for writing:</u></p> <p>Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Plan or say out loud what is going to be written about</p> <p>Write down ideas, key words, new vocabulary</p> <p>Encapsulate what is to be written, sentence by sentence</p> <p><u>Make simple additions, revisions and corrections:</u></p> <p>Evaluate writing with the teacher and other pupils</p> <p>Re-read to check sense</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud with intonation</p>