

St. Austin's Progression in Writing 2022- 2023

	Nursery	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Transcription: Spelling	<p>(DM: speaking) 3-4 year olds</p> <ul style="list-style-type: none"> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle' <p>(DM: reading) 30-50m</p> <ul style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. 	<p>(DM: speaking) Reception</p> <ul style="list-style-type: none"> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>(DM: reading) Reception</p> <ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. 	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, 	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to spell by:</p> <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 one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] <ul style="list-style-type: none"> distinguishing between homophones and near homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly 	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Spelling (see English Appendix 1)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.

	<ul style="list-style-type: none"> •Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. 	<ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. <p>Early Learning Goal: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>helping, helped, helper, eating, quicker, quickest]</p> <ul style="list-style-type: none"> • apply simple spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • apply spelling rules and guidance, as listed in English Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 		
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Progression in Writing

	Nursery	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Transcription: Handwriting	<p>(DM: Moving and Handling) 3-4 year olds The statements below link most directly to handwriting-EYs practitioners will also consider children's gross motor development</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. 	<p>(DM: Moving and Handling) Reception The statements below link most directly to handwriting-EYs practitioners will also consider children's gross motor development</p> <ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Early Learning Goal: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using 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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <p>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>-choosing the writing implement that is best suited for a task.</p>

<p>Composition</p>	<p>(DM: speaking) 3-4 year olds</p> <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g, 'This box is my castle' <p>(DM writing:) 3-4 year olds</p> <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places 	<p>(DM: speaking) Reception</p> <ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. <p>Early Learning Goal Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>(DM: writing) Reception</p> <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Begins to break the flow of speech into words. • Continues a rhyming string. • Hears and says the initial sound in words. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <p>- writing narratives about personal experiences and those of others (real and fictional)</p> <p>-writing about real events</p> <p>-writing poetry</p> <p>-writing for different purposes</p> <ul style="list-style-type: none"> • consider what they are going to write before beginning by: <p>-planning or saying out loud what they are going to write about</p> <p>-writing down ideas and/or key words, including new vocabulary</p> <p>-encapsulating what they want to say, sentence by sentence</p> <ul style="list-style-type: none"> • make simple additions, revisions and corrections to their own writing by: <p>-evaluating their writing with the teacher and other pupils</p> <p>-re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <p>-discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>-discussing and recording ideas</p> <ul style="list-style-type: none"> • draft and write by: <p>-composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)</p> <p>-organising paragraphs around a theme</p> <p>-in narratives, creating settings, characters and plot</p> <p>-in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <ul style="list-style-type: none"> • evaluate and edit by: <p>-assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>-proposing changes to grammar and vocabulary</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • plan their writing by: <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>noting and developing initial ideas, drawing on reading and research where necessary</p> <ul style="list-style-type: none"> • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ☐ draft and write by: <p>-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>-in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>-precising longer passages</p> <p>-using a wide range of devices to build cohesion within and across paragraphs</p> <p>-using further organisational and</p>
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		<ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. <p>Early Learning Goal Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>		<p>verbs in the continuous form</p> <ul style="list-style-type: none"> -proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] -read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>to improve consistency, including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> -proof-read for spelling and punctuation errors -read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <ul style="list-style-type: none"> • evaluate and edit by: <ul style="list-style-type: none"> -assessing the effectiveness of their own and others' writing ☐ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensuring the consistent and correct use of tense throughout a piece of writing -ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register -proof-read for spelling and punctuation errors
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*The EYFS framework is not intended to link into the Key stage One curriculum and is the foundation before where children acquire the knowledge, skills and understanding necessary for their future next steps

*EY practitioners will also consider the Characteristics of Effective Learning when considering the best ways to support children's progress