

Years 1 and 2

# WRITING PROGRESSION MAP

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WRITING LEAD 2023

**English**  
**Writing Progression Map KS1**

	Year 1	Year 2
<b>Phonic and Whole Word Spelling</b>	<ul style="list-style-type: none"> <li>spell words containing each of the 40+ phonemes taught</li> <li>spell common exception words</li> <li>spell the days of the week</li> <li>name the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>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</li> <li>learning to spell common exception words</li> <li>distinguishing between homophones and near-homophones</li> </ul>
<b>Other Word Building Spelling</b>	<ul style="list-style-type: none"> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>learning the possessive apostrophe (singular)</li> <li>learning to spell more words with contracted forms</li> <li>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>apply spelling rules and guidelines from Appendix 1</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>write sentences by:               <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> </ul> </li> <li>composing a sentence orally before writing it</li> <li>sequencing sentences to form short narratives</li> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> <li>read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>develop positive attitudes towards and stamina for writing by:               <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> </ul> </li> <li>consider what they are going to write before beginning by:</li> </ul>

		<ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> <li>• make simple additions, revisions and corrections to their own writing by:</li> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate</li> <li>• time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation [for</li> <li>• example, ends of sentences punctuated correctly]</li> <li>• read aloud what they have written with appropriate intonation to make the meaning</li> <li>• clear</li> </ul>
<p><b>Transcription</b></p>	<p>spell:</p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet:</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same</li> <li>• sound</li> <li>• add prefixes and suffixes:</li> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and</li> <li>• the third person singular marker for verbs</li> </ul>	<p>spell by:</p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by</li> <li>• graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which one or more spellings are</li> <li>• already known, and learn some words with each spelling, including a few</li> <li>• common homophones</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl’s book]</li> </ul>

	<ul style="list-style-type: none"> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root</li> <li>• words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using</li> <li>• the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using</li> <li>• the GPCs, common exception words and punctuation taught so far.</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the</li> <li>• right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are</li> <li>• Formed in similar ways) 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>• 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 un-joined</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>
Context for Writing	<ul style="list-style-type: none"> <li>• Write sentences</li> <li>• Write factual sentences</li> <li>• Write sentences in role</li> <li>• Retell known stories</li> <li>• Write sentences from personal experience</li> <li>• Sequences of sentences</li> <li>• Sequences of sentences to tell a story</li> <li>• Sequences of sentences to recount.</li> <li>• Simple poetry – to paint with words.</li> </ul> <p><i>As stated in POR and Long term Overview</i></p>	<ul style="list-style-type: none"> <li>• Retell a known story in the third person</li> <li>• Write about fictional events in role (to express)</li> <li>• Retell a known story in the third person</li> <li>• Write about fictional events in role (to inform)</li> <li>• Information writing</li> <li>• Write a story</li> <li>• Recount a real/ fictional event</li> <li>• Poetry – to describe</li> <li>• Poetry – to entertain</li> </ul> <p><i>As stated in POR and Long term Overview</i></p>

<b>Planning Writing</b>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> </ul>
<b>Drafting Writing</b>	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul>
<b>Editing Writing</b>	<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proofreading to check for errors in spelling, grammar and punctuation</li> </ul>
<b>Performing Writing</b>	<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>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using "and"</li> </ul>	<ul style="list-style-type: none"> <li>• expanded noun phrases to describe and specify</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• regular plural noun suffixes (-s, -es)</li> <li>• verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• un- prefix to change meaning of adjectives/adverbs</li> <li>• to combine words to make sentences, including using and</li> <li>• Sequencing sentences to form short narratives</li> <li>• separation of words with spaces</li> <li>• sentence demarcation (. ! ?)</li> <li>• capital letters for names and pronoun 'I')</li> </ul>	<ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• some features of written Standard English</li> <li>• suffixes to form new words (-ful, -er, -ness)</li> <li>• sentence demarcation</li> <li>• commas in lists</li> <li>• apostrophes for omission &amp; singular possession</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation</li> </ul>

	<ul style="list-style-type: none"><li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li></ul>	marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
<b>Grammatical Terminology</b>	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma