

Cotmanhay Infant and Nursery School
Progression of skills and knowledge

Writing

	Cubs	Bears	Reception	Year 1	Year 2
<p><u>Transcription:</u> <u>Spelling and Handwriting</u></p>	<p>Copy finger movements and other gestures.</p> <p>Enjoy drawing freely</p> <p>Add some marks to their drawings which they give meaning to. For example: "That says mummy"</p> <p>Make marks on their picture to stand for their name.</p> <p>Moving and handling: Develop manipulation and control.</p>	<p>Understand the five key concepts about print: -print has meaning -print can have different purposes -(We read English print from left to right, top to bottom, names of different parts of a book, page sequencing <i>see reading grid</i>)</p> <p>Develop their phonological awareness so that they can: -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound</p> <p>Write some or all of their name.</p>	<p>Form lower case and capital letters accurately.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Moving and Handling: Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p>ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p>	<p>Sit correctly at a table</p> <p>Hold a pencil comfortably and correctly</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Understand which letters belong to which handwriting "families" (ie. letters that are formed in similar ways) and to practise these</p> <p>Understand that words are separated by spaces.</p> <p>Form digits 0-9</p> <p>Naming the letters of the alphabet in order Leave spaces between words</p>	<p>Form lower case letters of the correct size relative to one another</p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Spell common exception words</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>spell more words with contracted forms</p> <p>Use spacing between words that reflects the size of the letters</p>

	<p>Explore different materials and tools.</p>	<p>Write some letters accurately.</p> <p>Moving and handling:</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.(The tripod grip is a comfortable way to hold a pencil or pen)</p>	<p>ELG: Writing - Write recognisable letters, most of which are correctly formed;</p>	<p>Form capital letters</p> <p>Spell words containing each if the 40+ phonemes already taught</p> <p>Spell the days of the week</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Spell common exception words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Learn 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</p> <p>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</p>
<p><u>Composition</u></p>		<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write sentences by saying out loud what they are going to write about</p> <p>Write sentences by composing a sentence orally before writing it</p>	<p>Planning or saying out loud what they are going to write about</p> <p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p>

			<p>ELG: Writing - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.</p>	<p>Discuss what they have written with the teacher or other pupils</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher</p> <p>Re-read what they have written to check that it makes sense and edit appropriately</p> <p>Write sentences by sequencing sentences to form short narratives</p>	<p>Writing narratives about personal experiences and those of others (real and fictional)</p> <p>Develop positive attitudes towards and stamina for writing by writing about real events</p> <p>Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary</p> <p>Learn how to use some features of written Standard English</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Develop positive attitudes and stamina for writing by writing poetry</p> <p>Evaluating their writing with the teacher and other pupils</p>
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<p><u>Vocabulary, grammar and punctuation</u></p>	<p>Begin to understand the terms 'writing' and 'letters'.</p>	<p>Understand and begin to use the terms 'writing and letters'.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Use the terms: 'writing, letters, and full stops'. Understand the terms – sentence, capital letter</p>	<p>Joining words and joining clauses using "and"</p> <p>children should use the terms – letter, capital letter, word and sentence when discussing their work</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>children should use the terms – full stop, exclamation mark and question mark when discussing their work</p> <p>Use the prefixes un- and dis- and use the terminology</p> <p>Using a capital letter for names of people, places, the days of the week (proper nouns) and the personal pronoun "I"</p> <p>Beginning to punctuate sentences using a question mark and exclamation mark</p>	<p>Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>Write from memory simple sentences dictated by the teacher that include the GPCs, common exception words and punctuation taught so far</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Write sentences with different forms: statement, question, exclamation, command</p> <p>Use expanded noun phrases to describe and specify (for example: the blue butterfly)</p> <p>Distinguish between homophones and near-homophones</p>
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				<p>children should use these terms – singular, plural, punctuation, when discussing their work</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using –ing, -ed, -er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)</p>	<p>Learn the possessive apostrophe (singular) (for example, the girl’s book)</p> <p>Learn 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)</p> <p>Add suffixes to spell longer words including –ment, -ness, -ful, -less, -ly</p> <p>Write using the present and past tenses correctly and consistently, including the progressive form</p> <p>Learn how to use subordination (using when, if, that, or because)</p> <p>Learn how to use co-ordination (using or, and, or but)</p>
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					Use and understand the grammatical terminology in discussing their writing – noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, (past/present) apostrophe, comma
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