

# Emmbrook Infant School Writing Progression

# Writing Progression Map – Composition



	Planning, Writing and Editing	Awareness of Audience, Purpose and Structure
R	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Say out loud what they are going to write about.</li> <li>• Compose a sentence orally before writing it.</li> <li>• Sequence sentences to form short narratives.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Reread their writing to check that it makes sense and to independently begin to make changes.</li> <li>• Read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>• Use adjectives to describe.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>• Start to engage readers by using adjectives to describe.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional).</li> <li>• Write about real events.</li> <li>• Write simple poetry.</li> <li>• Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</li> <li>• Encapsulate what they want to say, sentence by sentence.</li> <li>• Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>• Reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>• Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li> </ul>	<ul style="list-style-type: none"> <li>• Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>• Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>

# Writing Progression Map – Grammar and Punctuation



	Sentence Construction and Tense	Use of Phrases and Clauses
<b>R</b>	<ul style="list-style-type: none"> <li>• Begin to use simple sentence structures.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use simple conjunctions such as 'and'.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Use simple sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the joining word (conjunction) 'and' to link ideas and sentences.</li> <li>• Begin to form simple compound sentences.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Use the present tense and the past tense mostly correctly and consistently.</li> <li>• Form sentences with different forms: statement, question, exclamation, command.</li> <li>• Use some features of written Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>• Use co-ordination (or/and/but).</li> <li>• Use some subordination (when/if/ that/because).</li> <li>• Use expanded noun phrases to describe and specify (e.g. the blue butterfly).</li> </ul>



# Writing Progression Map – Grammar and Punctuation

	Punctuation	Use of Terminology
<b>R</b>	<ul style="list-style-type: none"><li>• Use finger spaces between words.</li><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li></ul>	<ul style="list-style-type: none"><li>• Recognise letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</li></ul>
<b>1</b>	<ul style="list-style-type: none"><li>• Use capital letters for names, places, the days of the week and the personal pronoun 'I'.</li><li>• Use finger spaces.</li><li>• Use full stops to end sentences.</li><li>• Begin to use question marks and exclamation marks.</li></ul>	<ul style="list-style-type: none"><li>• Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</li></ul>
<b>2</b>	<ul style="list-style-type: none"><li>• Use the full range of punctuation taught at key stage 1 mostly correctly including:<ul style="list-style-type: none"><li>- capital letters, full stops, question marks and exclamation marks;</li><li>- commas to separate lists;</li><li>- apostrophes to mark singular possession and contractions.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</li></ul>

# Writing Progression Map – Presenting Appropriately



- |          |   |
|----------|---|
| <b>R</b> | <ul style="list-style-type: none"><li>• Sit correctly at a table</li><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li><li>• Write recognisable letters, most of which are correctly formed.</li><li>• To begin to use finger spaces between words</li></ul>   |
| <b>1</b> | <ul style="list-style-type: none"><li>• Sit correctly at a table, holding a pencil comfortably and correctly</li><li>• Use finger spaces between words</li><li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• Form capital letters</li><li>• Form digits 0-9</li><li>• Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li></ul>                               |
| <b>2</b> | <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> |

# Writing Progression Map – Spelling



	Coverage	Spelling Rules	
<b>R</b>	<ul style="list-style-type: none"> <li>Phase 2 and 3 phonics</li> <li>Spelling digraphs and trigraphs</li> <li>Spelling phase 2/3 tricky words</li> <li>Knowledge of the sounds and names of the letters of the alphabet</li> </ul>	CVC / CVCC words Digraphs: sh, ch, th, ck, oi, ee, ar, er Trigraphs: ear, igh	
	<b>1</b>	<ul style="list-style-type: none"> <li>Consolidate phase 3 alongside teaching phase 4/5</li> <li>Spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week</li> <li>Name the letters of the alphabet</li> <li>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</li> <li>Apply simple spelling rules and guidance</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	Double s, f, l, z, k Syllable division -tch Plural: ‘s’ ‘es’ Split digraph /ee/ spelt ‘y’ at the end of words oy
		<b>2</b>	<ul style="list-style-type: none"> <li>Consolidate phase 4/5 and teach phase 6</li> <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>Learning to spell more words with contracted forms</li> <li>Learning the possessive apostrophe (singular)</li> <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 guidelines</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>