

Progression in writing: EYFS and key stage 1

	EYFS 40 – 60 months Early Learning Goals	Year 1	Year 2
Phonics	<ul style="list-style-type: none"> (W) To give meaning to marks they make as they draw, write and paint. (W) To continue a rhyming string. (W) To hear and say the initial sound in words. (W) To segment the sounds in simple words and blend them together. (W) To link sounds to letters, naming and sounding the letters of the alphabet. (W) To use their phonic knowledge to write words in ways which match their spoken sounds. Phase 1-4 of Letters and Sounds 	<ul style="list-style-type: none"> To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. <p>Phonics autumn term</p> <p>Linked to Letters and Sounds.</p> <p>Revision of phase 4 and tricky words.</p> <ul style="list-style-type: none"> Read and write words with initial and/or final blends: st, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sl, sp, st, tw, sm, nch, shr, str, thr 	<p>Autumn term:</p> <ul style="list-style-type: none"> The sound /dʒ/ spelt ‘-ge’ and ‘-dge’ at the end of words, and sometimes spelt as ‘g’ elsewhere in words before ‘e’, ‘i’ and ‘y’. The /s/ sound spelt ‘c’ before ‘e’, ‘i’ and ‘y’ The /n/ sound spelt ‘kn’ and (less often) ‘gn’ at the beginning of words <p>Spring term:</p> <p>The /aɪ/ sound spelt ‘y’ at the end of words The /i:/ sound spelt ‘-ey’</p> <p>The /r/ sound spelt ‘-wr’ at the beginning of words</p> <p>The /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ The sound /ʒ/ spelt ‘s’</p> <p>Summer term:</p> <p>The /l/ or /əl/ sound spelt ‘-el’ at the end of words</p> <p>The /l/ or /əl/ sound spelt ‘-al’ at the end of words</p> <p>The /l/ or /əl/ sound spelt ‘-il’ at the end of words (unusual spelling)</p> <p>The /ɔ:/ sound spelt ‘a’ before ‘l’ and ‘ll’ The /ɔ:/ sound spelt ‘ar’ after ‘w’</p> <p>The /ʌ/ sound spelt ‘o’</p> <p>The /ɜ:/ sound spelt ‘or’ after ‘w’</p>

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		<ul style="list-style-type: none"> Teach new graphemes for reading: ay, ou, ie, ea, oy Teach reading words: oh, their, people, Mr, Mrs, looked, called, asked <p>Phonics spring term</p> <ul style="list-style-type: none"> Learn new graphemes for reading: ir, ue, aw, wh, ph, ew, oe, au, a-e, e-e, i-e, o-e, u-e Teach reading words: water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please <p>Phonics summer term</p> <ul style="list-style-type: none"> Teach alternative spellings for: ch, j, m, n, r, s, z, u, l, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh 	
Spelling		<p>To apply Y1 spelling rules and guidance*, which includes:</p> <p>Autumn term:</p> <ul style="list-style-type: none"> Teach spelling words: said, so, have like, some, were, there 	<ul style="list-style-type: none"> To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. (Building on Y1 Phonics) To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some

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		<p>Spring term:</p> <ul style="list-style-type: none"> Teach spelling words: oh, their, people, Mr, Mrs, looked, called, asked <p>Summer term:</p> <ul style="list-style-type: none"> Teach alternative spellings for: ch, j, m, n, r, s, z, u, l, ear, ar, air, or, ur, oo, ai, ee, igh, oa, y/oo, oo, sh 	<p>common homophones (e.g. bare/bear, blue/ blew, night/knight).</p> <ul style="list-style-type: none"> To apply further Y2 spelling rules and guidance, which includes: <p>Autumn term: Revisit Phase 5 GPCs as required by pupils</p> <p>Homophones Introduce Year 2 homophones when relevant. (example homophones: see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/hole, one/won, sun/son, no/know, night/knight, to/too/two)</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies:</p> <ul style="list-style-type: none"> Segmentation Using a GPC chart Using spelling journals, word banks, the environment, a working wall. Word sort Which one looks right? <p>Proofreading After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage.
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			<ul style="list-style-type: none"> • Check writing for mistakes in common exception/tricky words. • Ensure that guidance on marking is used to support children's proofreading. <p>Learning and practising spellings Teach children how to learn and practise spellings including words taught in new knowledge, common exception or tricky words and individual target words.</p> <ul style="list-style-type: none"> • Identify the tricky part of the word • Segmentation strategy • Look, Say, Cover, Write, Check • Rainbow write • Saying the word in a funny way <p>Spring term</p> <p>Revisit The /l/ or /ə/ sound spelt '-le' at the end of words</p> <p>Homophones and near homophones quite/quiet, night/knight, new/knew, not/knot, they're/there/their and others as relevant</p> <p>Apostrophe The possessive apostrophe (singular nouns) Apostrophe for contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're)</p> <p>Strategies at the point of writing</p> <ul style="list-style-type: none"> • Have a go
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			<ul style="list-style-type: none"> Using the working wall to find correct spellings of high frequency and common exception words Using an alphabetically-ordered word bank <p>Proofreading: After writing, teach pupils to:</p> <ul style="list-style-type: none"> Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception / tricky words. Use dictionary skills <p>Ensure that guidance on marking is used to support pupils' proofreading.</p> <p>Learning and Practising spellings</p> <ul style="list-style-type: none"> Focus on learning of knowledge and patterns taught this term <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> Segmentation Look, Say, Cover, Write, Check Using mnemonics Saying the word in a funny way <p>Summer term:</p> <p>Revisit The possessive apostrophe (singular nouns)</p> <p>Homophones Revision of all homophones taught so far</p>
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			<p>Apostrophe The possessive apostrophe (singular nouns)</p> <p>Strategies at the point of writing Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies</p> <ul style="list-style-type: none"> • Introduce individual Have a Go sheets if not established already • Teach using analogy to spell a word you don't know <p>Proofreading After writing, secure routines for proofreading:</p> <ul style="list-style-type: none"> • Use a reliable source (word bank, environmental print and dictionary) to check their spelling at the proofreading stage. • Check writing for mistakes in common exception or tricky words. • Ensure that guidance on marking is used to support pupils' proofreading. <p>Learning and practising spellings</p> <ul style="list-style-type: none"> • Secure learning routines with resources, for example spelling journals or environmental print. <p>Remind pupils of the following strategies:</p> <ul style="list-style-type: none"> • Writing in the air • Tracing over the word • Rainbow writing • Look, say, cover, write, check
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Common Exception Words	(W) To write some irregular common words.	<p>To spell most Y1 common exception words correctly.</p> <p>are, bath, be, by, child, children, cold, come, could, do, door, fast, floor, go, gold, has, he, his, hold, I, is, last, me, Mr, Mrs, my, no, of, one, past, path, people, poor, put, said, she, so, some, the, there, they, to, told, was, water, we, were, where, would, you</p>	<p>To recap the CEW taught in Y1 and learn to spell most Y1 and Y2 common exception words correctly by the end of the year.</p> <p>Autumn term: /aɪ/ sound spelt 'i' in common exception words: find, kind, mind, behind, child (children), wild, climb as well as others as needed by pupils.</p> <p>Spring term: Examples include: most, only, both, could, would, should, move, prove, improve and others as needed by pupils</p> <p>Summer term: All Year 2 words not taught so far</p> <ul style="list-style-type: none"> To spell days of the week and months of the year correctly
Prefixes and suffixes		<ul style="list-style-type: none"> Adding ing/ed when the root word doesn't change Plurals. Adding s and es. Adding est/er when the root word doesn't change. 	<p>Suffixes</p> <ul style="list-style-type: none"> Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant letter after a single vowel letter Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly' Words ending in '-tion' Adding endings '-ing', '-ed', '-er', and '-'

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			<ul style="list-style-type: none"> est' to words ending in 'y' The suffixes '-ment', '-ness', To add s to a word ending in a y.
Further spelling conventions		<ul style="list-style-type: none"> To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes. 	<ul style="list-style-type: none"> To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings). Distinguishing homonyms and near-homonyms (sea, see, to, too, two; quite, quiet, bare, bear; one, won; blue, blew) Compound words
Letter formation, placement and positioning	<ul style="list-style-type: none"> (W) To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. (MH) To show a preference for a dominant hand. (MH) To begin to use anticlockwise movement and retrace vertical lines. (MH) To use a pencil and hold it 	<ul style="list-style-type: none"> To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9 and symbols correctly. 	<ul style="list-style-type: none"> To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.

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	<p>effectively to form recognisable letters, most of which are correctly formed.</p> <ul style="list-style-type: none"> • (MH) To show good control and co-ordination in large and small movements. • (MH) To move confidently in a range of ways, safely negotiating space. • (MH) To handle equipment and tools effectively, including pencils for writing. • (W) To write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • To use spacing between words that reflects the size of the letters. 	
Joining letters		<ul style="list-style-type: none"> • To begin to use the top exit (horizontal) strokes and bottom exit (diagonal) strokes needed to join diagraphs. 	<ul style="list-style-type: none"> • To develop correct joining of letters using top exit (horizontal) and bottom exit (diagonal) letter joins.
Planning, writing and editing	<ul style="list-style-type: none"> • (S) To link statements and stick to a main theme or intention. • (S) To use talk to organise, sequence and clarify • (S) To introduce a storyline or narrative into their play. • (W) To write own name and other things such as labels, captions. • (W) To attempt to write short sentences in meaningful contexts. • (BI) To play cooperatively as part of a 	<ul style="list-style-type: none"> • To say out loud what they are going to write about. • To compose a sentence orally before writing it. • To sequence sentences to form short narratives. • To discuss what they have written with the teacher or other pupils. • To reread their writing to check that it makes sense and to independently begin to make changes. • To read their writing aloud clearly 	<ul style="list-style-type: none"> • To write narratives about personal experiences and those of others (real and fictional). • To write about real events. • To write simple poetry. • To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary • To encapsulate what they want to say, sentence by sentence. • To make simple additions, revisions and

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	<p>group to develop and act out a narrative.</p> <ul style="list-style-type: none"> (S) To develop their own narratives and explanations by connecting ideas or events. 	<p>enough to be heard by their peers and the teacher.</p>	<p>corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <ul style="list-style-type: none"> To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
Awareness of audience, purpose and structure	<ul style="list-style-type: none"> (S) To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words (S) To use language to imagine and recreate roles and experiences in play situations. (S) To express themselves effectively, showing awareness of listeners' needs. 	<ul style="list-style-type: none"> To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe. 	<ul style="list-style-type: none"> To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.
Sentence construction and tense	<ul style="list-style-type: none"> (W) To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. (U) To answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> To use simple sentence structures. To be able to write in the past tense 	<ul style="list-style-type: none"> To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.

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	<ul style="list-style-type: none"> (S) To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. 		
Use of phrases and clauses	<ul style="list-style-type: none"> (S – 30-50) To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because'). 	<ul style="list-style-type: none"> To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences (using but, because, so...). 	<ul style="list-style-type: none"> To use co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly)
Punctuation	<ul style="list-style-type: none"> To use finger spaces to separate words. 	<ul style="list-style-type: none"> To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use full stops to end sentences. To begin to use question marks and exclamation marks. 	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.
Use of terminology	<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> letter, word, sentence, full stop, phoneme, blend and segment. show an understanding of prepositions such as 'under', 'on top', 'behind'. 	<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, adjective, phoneme, grapheme, blend and segment. 	<p>To recognise and use the terms:</p> <ul style="list-style-type: none"> noun, noun phrase, statement, question, exclamation, command, compound, suffix, prefix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.

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