



Rawmarsh Ryecroft Infants School – Progression in Writing

FOUNDATION PROGRESSION							
		Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6
		ARE - FS2 Autumn 1	ARE - FS2 Autumn 2	ARE - FS2 Spring 1	ARE - FS2 Spring 2	ARE - FS2 Summer 1	ARE - FS2 Summer 2
Transcription	Handwriting	Learn formation of m a s d t i n p g o c k u b f e during RWI sessions. Learn formation of: Set 1 family letters c, o, a, d, g, f, s, q, e	Use a comfortable grip with good control when holding pens and pencils. Learn formation of l h r j v y w z x sh ch qu ng nk during RWI sessions. Learn formation of: Set 2 family letters i, l, t, j, u, y	Learn formation of individual sounds during RWI sessions. Learn formation of: Set 3 family letters b, h, k, m, n, p, r Learn formation of: Set 4 family letters v, w, x, z	Develop their fine motor skills so they can use pencils for writing competently, safely and confidently. Learn formation of: Capital letters and numbers 0-9.	Hold a pencil effectively in preparation for fluent writing (using a tripod grip in almost all cases). Learn formation of: Capital letters and numbers 0-9.	Write recognisable letters, most of which are correctly formed. Consolidate formation of all lower and uppercase letters.
	Spelling	Write the following RWI sounds and apply them in spelling. m a s d t i n p g o c k u b f e (SET 1)	Write the following RWI sounds and apply them in spelling. As milestone 1 plus l h r j v y w z x sh ch qu ng nk (SET 1)	Write the following RWI sounds and apply them in spelling. As milestone 1 plus l h r j v y w z x sh ch qu ng nk (SET 1)	Write the following RWI sounds and apply them in spelling. As milestones 1-3 plus sh, ch, qu, qu, ng, nk (SET 1) Spell the RWI red words put the I know of my for he	Write the following RWI sounds and apply them in spelling. As milestones 1-4 plus ll, ss, ff ck (Additional diagraphs) Consolidation of previously taught Red Words	Write the following RWI sounds and apply them in spelling. As milestones 1-5 plus ay ee igh ow oo oo (SET 2) Spell the RWI red words your said you be are Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Composition	Composition - Spoken Language	Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	Know many rhymes Use a wider range of vocabulary Can start a conversation with an adult or a friend	Engage in storytimes Learn new vocabulary Develop social phrases	Engage in storytimes Learn new vocabulary Develop social phrases	Orally retell stories Learn new vocabulary Develop social phrases	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

	Composition - Written	Identify the initial sound and write the letter.	Spell words by identifying the sounds and writing the letters. Use some of their print and letter knowledge in their early writing e.g. write a pretend shopping list, write 'm' for mummy. Write some or all of their name	Write words with known letter-sound correspondences. Spell words by identifying the sounds and writing the letters. Begin to write short, dictated sentences. Write some or all of their name	Write short sentences with words with known letter-sounds correspondences (dictated). Re-read what they have written with an adult to check it makes sense. Write their name	Write short sentences with words with known letter-sounds correspondences (dictated). Spell words by identifying the sounds and writing the letters Re-read what they have written to check it makes sense. Write their name	Write simple phrases and sentences that can be read by others Write short sentences with words with known letter-sounds correspondences (dictated). Re-read what they have written to check it makes sense. Write both their names
	Vocab, Grammar, Punctuation,				Write some capital letters.	Use a capital letter and a full stop.	Use a capital letter and a full stop.

Red statements are key end points (ELG)

YEAR 1 PROGRESSION							
		Milestone 7	Milestone 8	Milestone 9	Milestone 10	Milestone 11	Milestone 12
		ARE - Year 1 Autumn 1	ARE - Year 1 Autumn 2	ARE - Year 1 Spring 1	ARE - Year 1 Spring 2	ARE - Year 1 Summer 1	ARE - Year 1 Summer 2
Transcription	Spelling	Spell some common exception words correctly - I a my is he she we be me put go no to the Consolidate spelling of FS2 RWI red words. Spell words containing all previously taught RWI sounds plus words with the sounds Set 2 - ar or air ir ou oy.	Spell some common exception words correctly - they said do of so by was you you're his has ask full pull Spell the RWI red words: to me go baby paint Spell words containing all previously taught RWI sounds plus words with the sounds Set 3 - ea oi a-e i-e o-e u-e aw are ur.	Spell some common exception words correctly - push were there where here our come some today love Spell the RWI red words: all like I've want call we be her no washing some Spell words containing all previously taught RWI sounds plus words with the sounds Set 3 - ea oi a-e i-e o-e u-e aw are ur.	Spell some common exception words correctly one once friend school house Spell the RWI red words: what they do old so was Spell words containing all previously taught RWI sounds plus words with the sounds Set 3 tious tion cious Additional graphemes - au e-e ue ie ph wh kn	Spell all Y1 common exception words correctly. Spell the RWI red words: saw watch watches school small their tall who brother were one I'm I've there fall any where wall Continue to practise reading and application of all previously taught sounds (Sets 1 - 3). Spell words using the prefixes un- Use the spelling rule for adding the suffixes -s, -es. Add the suffixes -ing, -ed, and -est where no change to the root word is needed.	Spell all Y1 common exception words correctly. Spell the RWI red words: does other two could ball would water wash anyone over who wasn't through once son whole people Continue to practise reading and application of all previously taught sounds (Sets 1 - 3). Spelling of all RWI sounds should now be secure.
	Handwriting	Learn formation of: Set 1 family letters (single letters) Set 1 family (2 letters) Set 1 family (words) Form some recognisable lower-case letters.	Learn formation of: Set 2 family letters (single letters) Set 2 family (2 letters) Set 2 family (words)	Learn formation of: Set 3 family letters (single letters) Set 3 family (2 letters) Set 3 family (words) Form most lower case letters correctly.	Learn formation of: Set 4 family letters (single letters) Set 4 family (2 letters) Set 4 family (words)	Learn formation of: Capital letters and numbers 0-9. Revise and consolidate formation of all lower and upper case letters.	Revise and consolidate formation of all lower and upper case letters. Form lower-case letters in the correct direction, starting and finishing in the right place. Form lower-case letters of the correct size relative to one another in some of their writing.
Composition	Composition - Spoken Language	Listen and respond to discussions about the text. Begin to orally use some appropriate vocabulary. Repeat a simple dictated sentence to an adult.	Listen and respond to discussions about the text. Begin to orally use some appropriate vocabulary. Repeat a simple dictated sentence to an adult before writing it.	Listen and respond to discussions about the text and ask relevant questions. Repeat a dictated sentence to an adult before writing it.	Listen and respond to discussions about the text and ask relevant questions. Repeat a dictated sentence to an adult before writing it.	Listen and respond appropriately and ask questions to extend their understanding. Say out loud what they are going to write about.	-Listen and respond appropriately to adults and their peers. -Ask relevant questions to extend their understanding and knowledge. -Compose a sentence orally before writing it. -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.

	Composition - Written	Write simple phrases that can be read by others. Spell words by identifying the sounds in them and writing the sounds.	Combine words to make sentences (dictated at their phonic level). Spell words by identifying the sounds in them and writing the sounds.	Sequence sentences to communicate meaning (dictated at their phonic level). Use some appropriate vocabulary. Read writing out loud, check it makes sense and with an adult.	Sequence sentences to communicate meaning (dictated at their phonic level). Use new, appropriate vocabulary. Read writing out loud, check it makes sense and with an adult.	Sequence sentences to form short narratives. Say out loud what they are going to write about. Use new, appropriate vocabulary. Re-read what they have written to check that it makes sense.	Sequence sentences to form short narratives (independent) Say out loud what they are going to write about. Use an increasing amount of new, appropriate vocabulary. Re-read what they have written to check that it makes sense.
	Vocab, Grammar, Punctuation,	Begin to leave spaces between words. Begins to use capital letters and full stops. Use capitals for the names of people and the personal pronoun I.	Begin to leave spaces between words. Punctuate sentences using capital letters and full stops Use capitals for the names of people Join words using 'and'.	Separates most words with finger spaces. Punctuates most sentences using a capital letter, full stop, question mark or exclamation mark. Join words and clauses using 'and'.	Separates most words with finger spaces. Punctuates most sentences using a capital letter, full stop, question mark or exclamation mark. Join words and clauses using 'and'.	Separate words with spaces consistently Punctuates sentences consistently using a capital letter, full stop, question mark or exclamation mark. Write simple compound sentences using 'and'.	Separate words with spaces consistently. Write simple compound sentences using 'and'. Punctuates sentences consistently using a capital letter, full stop, question mark or exclamation mark. Use capital letters for some proper nouns e.g. days of the week, names of people. Uses adjectives to add description

End of Year 1 - Writing Outcomes - I can... (From NC -Year 1) Red statements are key end points

Writing - transcription

Name the letters of the alphabet in order.

Use letter names to distinguish between alternative spellings of the same sound.

Spell words correctly by selecting the correct phonemes and applying spelling rules (in line with the NC Appendix 1).

add prefixes and suffixes:

Use the spelling rule for adding -s or -es as the plural marker for nouns and

the third person singular marker for verbs

Use the prefix un-

Use -ing, -ed, -er and -est where no change is needed in the spelling of root

words [for example, helping, helped, helper, eating, quicker, quickest]

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Spell the days of the week.

Writing - vocabulary, grammar and punctuation

Learn the grammar for Year 1 (in line with NC Appendix 2).

Use the grammatical terminology in English Appendix 2 in discussing their writing).

YEAR 2 PROGRESSION							
		Milestone 13	Milestone 14	Milestone 15	Milestone 16	Milestone 17	Milestone 18
		ARE - Year 2 Autumn 1	ARE - Year 2 Autumn 2	ARE - Year 2 Spring 1	ARE - Year 2 Spring 2	ARE - Year 2 Summer 1	ARE - Year 2 Summer 2
Transcription	Spelling	Spell some common exception words door, floor, poor, fast, last, past, most, old, cold, gold, hold, told, only, both, find, kind. Add the suffixes -s and -es to make plurals.	Spell some common exception words mind behind child wild climb, because grass pass path bath plant class, could, would, should, who, Mr Adding the suffixes -ing, -ed, er, est and -y to words ending in e.	Spell some common exception words Mrs after laugh, move prove improve great break steak eye sure sugar Adding the suffixes -ing, -ed, er, est and -y to one syllable words ending in a single consonant letter.	Spell some common exception words hour every everybody even again whole clothes busy people water half money Distinguish between homophones and near homophones. Spell words with contracted forms.	Spell some common exception words pretty beautiful father any many parents Christmas Spell words with the possessive apostrophe (singular).	Revise and consolidate spelling of all Y2 common exception words. Learn 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. Spell more words with contracted forms. Spell words with the possessive apostrophe (singular). Adds suffixes to spell longer words e.g. -ment, -ness, -less, -ful, -ly.
	Handwriting	Revise formation of letter families set 1-4). Revise formation of capital letters. Revise formation of number 0-9. Leave spacing between words.	Learn the first join (diagonal from the bottom of a small letter to the top of the next letter). Learn the second join (diagonal meeting the ascender half way up). Leave spacing between words.	Learn the third join (horizontal join from the top of one letter to the top of the next), Learn the fourth join (from the top of small letter to the top of an ascender). Leave spacing between words that reflects the size of the letters.	Revise the first and second handwriting joins.	Revise the third and fourth handwriting joins.	Consolidation of all joins. Forms lower- case letters of the correct size relative to one another. Write capital letters of the correct size, orientation and relationship to one another and to lower-case letters.

Compositions	Composition – Spoken Language	Listen and respond to discussions about the text. Orally use some appropriate vocabulary. Repeat a simple dictated sentence to an adult.	Listen and respond to discussions about the text. Orally use some appropriate vocabulary. Repeat a simple dictated sentence to an adult before writing it.	Listen and respond to discussions about the text and ask relevant questions. Repeat a dictated sentence to an adult before writing it.	Listen and respond to discussions about the text and ask relevant questions. Repeat a dictated sentence to an adult before writing it.	Listen and respond appropriately and ask questions to extend their understanding. Say out loud what they are going to write about.	Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Compose a sentence orally before writing it. 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.
	Composition – Written	Use the conjunctions 'and' and 'because' in sentences. Write simple and compound sentences independently (using and / because). Re-read what they have written to check that it makes sense.	Use the conjunctions 'but' and 'or' in sentences. Uses vocabulary which is appropriate to what is being written about. Use adjectives and expanded noun phrases to describe. Re-read what they have written to check that it makes sense.	Use the conjunctions 'because' and 'when' in sentences. Sequences sentences which refer directly to the given theme. Writing shows some appropriate organisational features e.g. list, caption or simple instructions. Uses vocabulary which is appropriate to what they are writing about independently. Re-read what they have written and make simple additions and revisions.	Use the conjunctions 'because' 'when' and 'that' in sentences. Use the tense appropriate to the task with some consistency. Writing is organised into appropriate sections. Re-read what they have written and make simple additions and revisions.	Use the conjunctions 'if' and 'that' in sentences. Use different sentence types when writing independently. Ideas are developed in a sequence of sentences. Writing shows organisational features to suit purpose of the writing e.g. list, caption or simple instructions. Re-read what they have written and make simple additions and revisions.	Uses a variety of simple conjunctions including subordination (when, if, that, because, so) and coordination (or, and, but). Correctly uses present and past tense. Writes effectively and coherently for different purposes. Use a range of adjectives, adverbs and expanded noun phrases to describe. Uses some specific vocabulary suited to the writing purpose. Make simple additions, revisions and proof-reading corrections to own writing.
	Vocab, Grammar, Punctuation,	Use capital letters and full stops to demarcate sentences accurately. Use expanded noun phrases to describe and specify. Use subordination (because) and coordination (and).	Write sentences with different forms (statement, exclamation, question, command). Use coordination (but, or).	Use commas to separate items in a list. Add -ly to turn adjectives into adverbs. Use subordination (apply because and introduce when).	Use punctuation correctly – apostrophes for contracted forms. Use subordination (apply because, when; introduce that). Use present and past tense correctly and consistently including the progressive form.	Use punctuation correctly – apostrophes for possession (singular). Use subordination (if, that) Add er and est to adjectives.	Use subordination (when, if, that, or because) and coordination (or, and, but)

End of Year 2 – Writing Outcomes – I can... (From NC –Year 2) Red statements are key end points

Writing – transcription

spell by:

- 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
- apply spelling rules and guidance from NC Appendix 1 accurately.

Writing – composition

Pupils should be taught to:

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- evaluating their writing with the teacher and other pupils
- 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
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – vocabulary, grammar and punctuation

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

Learn how to use:

- the grammar for year 2 in English Appendix 2
- some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

Writing

Intent

English has an essential place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Literature, especially, plays a key role in such development.

Implementation

At Ryecroft, Literacy is taught via a daily, structured Literacy session which is based upon the National Curriculum objectives. Children are taught to write clearly, accurately and coherently by planning, revising and evaluating their writing. Topics are used as a hook for writing and we encourage children to discuss their ideas and be imaginative and creative.

Children are taught to communicate their ideas pictorially and orally and then organise them coherently for a reader. We encourage clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Children regularly present their work and we use this as a tool to encourage and support.

Children are expected to incorporate their phonic knowledge into their writing. Spelling is practised daily as part of the Read, Write Inc sessions and within English sessions.

Impact

Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. They will be able to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas. They will be competent in the arts of speaking and listening, participating in performances and role play.

	Taught Through	Objectives (NC and ELG)	Disciplinary Knowledge	Substantive Knowledge	Vocabulary
FS2	Writing sessions Continuous provision Circle time	<u>ELG CAL</u> S - To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. S - To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. LAU - To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; LAU - To make comments about what they have heard and ask questions to clarify their understanding; LAU - To hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	I can join in with discussions by offering my own ideas. I can use new vocabulary when I join in with class discussions. I can give some explanations as to why things might happen using new vocabulary. I can make comments about what I have heard. I can ask questions to clarify my understanding. I can hold a conversation with my teacher or friends.	I know how to join in with discussions knowing when to share my own ideas. I know how to use new vocabulary that I have learnt in class discussions. I know how to explain why things might happen using the new vocabulary that I have learnt. I know how to ask questions based on what I have listened to. I know how to ask a question to find out more information and clarify my understanding. I know how to hold a conversation by listening and responding when appropriate.	Fiction Non-fiction Discuss Understand Join in Idea Listen Question

	Writing sessions Handwriting sessions Read, Write Inc sessions	ELG L W - Write recognisable letters, most of which are correctly formed. W - Spell words by identifying sounds in them and representing the sounds with a letter or letters. W - Write simple phrases and sentences that can be read by others. ELG PD FSM - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.	I can write recognisable letters and most of them are correctly formed. I can spell words by sounding them out. I can write a simple sentence that can be read by someone else. I can hold a pencil correctly.	I know how to write all the letters of the alphabet making sure that most of them are correctly formed. I know how to spell words using my phonic knowledge. I know how to write a simple sentence making sure that it can be read by someone else. I know how to use a tripod grip to hold a pencil correctly.	Letter Word Sentence Sound Write Pencil Spell Capital Letter Finger space Full stop Special Friends Fred Talk
Y1	Handwriting sessions Writing sessions	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.	I can sit correctly at a table, holding a pencil comfortably and correctly. I can begin to form lower-case letters and capital letters correctly. I can form digits 0-9. I can understand which letters belong to which handwriting 'families'.	I know how to sit at a table correctly and hold my pencil correctly. I know how to form my lower case letters and capital letters correctly. I know how to form digits 0-9 correctly. I know which letters belong to the same handwriting 'families'.	As FS2 and: : Lower case Upper case Writing
	RWI - teaches Spelling Additional Phonics	Pupils should be taught to spell: Words containing each of the 40+ phonemes already taught. Common exception words. 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. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	I can spell words containing phonemes already taught. I can spell common exception words. I can name the letters of the alphabet in order and can use letter names to distinguish between alternative spellings of the same sound. I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	I know how to spell words using phonemes that I have learnt. I know how to spell year 1 common exception words from memory. I know all the letters of the alphabet and know how to say the letter name to distinguish between sounds. I know how to write simple sentences from memory that include graphemes and common exception words that I have learnt.	Alphabet
	Writing sessions	Listen and respond appropriately to adults and their peers	I can listen and respond appropriately to adults and other children. I can maintain attention and join in conversations.	I know how to listen and respond appropriately. I know how to maintain attention and know how to join in with conversations.	Common exception words Prefix

	Maintain attention and participate actively in collaborative conversations. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, performances, role play. Pupils should be taught to spell: Words containing each of the 40+ phonemes already taught. Common exception words. The days of the week. 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, helping, helped, helper, eating, quicker, quickest] 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. Pupils should be taught to 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.	I can speak audibly and fluently with an increasing command of Standard English. I can participate in performances and role play. I can spell words containing phonemes already taught. I can spell common exception words and days of the week. I can name the letters of the alphabet in order. I can use letter names to distinguish between alternative spellings of the same sound. I can 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. I can use the prefix 'un'. I can use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. I can apply simple spelling rules and guidance when adding 'y', new spelling 'ph' and 'wh', using 'k' rather than a 'c' before 'e', 'i' and 'y'. (See English Appendix 1) I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. I can compose a sentence orally before writing it. I can sequence sentences to form short narratives. I can re-read what I have written to check that it makes sense. I can discuss what I have written with the teacher or other pupils. I can read my writing out loud clearly enough to be heard by my peers and the teacher. I can leave spaces between words. I can use joining words and joining clauses using 'and'.	I know how to project my voice to speak audibly and fluently. I know how to join in with performances and role play. I know how to spell words containing phonemes that I have learnt. I know how to spell common exception words and days of the week from memory. I know the letters of the alphabet in order. I know how to use letter names to name alternative spellings of the same sound. I know how to add the suffix 's' and 'es' for the plural for nouns and third person singular verbs. I know how to use the prefix 'un'. I know how to add the suffixes 'ing', 'ed', 'er' and 'est' when no change is needed to the root word. I know how to apply the spelling rule when adding 'y' and know how to apply spelling rule for 'ph' and 'wh'. I know how to apply the spelling rule for 'k' rather than 'c' when it is before an 'e', 'i' and 'y'. I know how write a simple sentence that has been dictated by the teacher. I and know how to write common exception words that I have learnt so far. I know how to say my sentence before writing it down. I know how to sequence my sentences to form a narrative. I know how to read my sentence to check it makes sense. I know how to discuss what I have written. I know how to read my writing out loud using a loud voice so people can hear. I know how to leave finger spaces between words. I know how to join two simple sentences using the conjunction 'and'.	Suffix Noun Plural Root word Compose Grammar Listen Attention Discussion Alphabet Spelling Sentence Conjunction Capital letter Full stop Question mark Finger spaces
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		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. Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by: Leaving spaces between words. Joining words and joining clauses using and Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. Learning the grammar for year 1 in English Appendix 2. Use the grammatical terminology in English Appendix 2 in discussing their writing.	I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. I can use the grammatical terminology - letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark in discussing my writing. (See English Appendix 2)	I know how to use a capital letter at the beginning of a sentence. I know how to punctuation the end of a sentence with a full stop, question mark, or an exclamation mark. I know how to use a capital letter for proper nouns and personal pronoun 'I'. I know how to explain and use the grammatical terminology -letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark.	
Y2	Handwriting sessions Writing sessions.	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.	I can form lower-case letters of the correct size relative to one another. I can 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. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. I can use spacing between words that reflects the size of the letters.	I know how form my lower-case letters correctly making sure that they are in relative size to one another. I know how to use some entry stokes that are needed to join letter together. I know how to form capital letters and digits at the correct size and in good relation to lower case letters. I know how to use the correct spacing between words that reflects the size of my letters.	Ascender Descender Spacing
	SPAG sessions Writing sessions	Develop their understanding of the concepts set out in English Appendix 2 by: Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes	I can use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive. I can write different sentence forms: statement, question, exclamation and command.	I know how to use a full stop, capital letter, exclamation mark, question mark and apostrophes correctly. I know how to write a statement, q question, an exclamation and a command.	Grammar Subordination Co-ordination Noun Proper Noun Pronoun Verb Suffix

		for contracted forms and the possessive (singular). Learn how to use: sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify [for example, the blue butterfly] The present and past tenses correctly and consistently including the progressive form. Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) The grammar for year 2 in English Appendix 2. Some features of written Standard English. Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.	I can use expanded noun phrases to describe and specify. I can use the present and past tenses correctly and consistently including the progressive form. I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). I can use commas in lists. I can use apostrophes for contractions and possession. I can use some features of written Standard English. I can use and understand the grammatical terminology in English Appendix 2 in discussing my writing.	I know how to write an expanded noun phrase. I know how to write using past and present tense correctly. I know how to use subordination (using when, if, that, or because) and co-ordination in my writing (using or, and, or but). I know how to use commas to separate items in a list. I know how to use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. I know how to use Standard English in my writing. I know how to use and understand grammatical terminology - noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.	Tense (past, present) Statement Question Exclamation Command Punctuation Expanded noun phrase Conjunction Adjective Adverb Apostrophe Comma Homopho
	Writing sessions Genres: Story Recount Report Instructions Poetry Character description Letter	Ask relevant questions to extend their understanding and knowledge. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Participate in discussions, presentations, performances, role play, improvisations and debates. 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.	I can ask relevant questions to extend my understanding and knowledge. I can maintain attention and join in conversations, staying on topic and initiating and responding to comments. I can participate in performances, discussions and role play. I can spell many words correctly by segmenting spoken words into phonemes. I can learn 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. I can spell the Y2 common exception words. I am learning to spell more words with contracted forms. I am learning the possessive apostrophe.	I know how to ask relevant questions to find out more information to extend my knowledge and understanding. I know how to maintain my attention, join in with conversations and respond to comments appropriately. I know how to join in with performances and role play activities. I know how to use my phonic knowledge to spell many words correctly. I know that there are different ways of spelling the same sound and I can spell some words with each spelling. I know how to spell a few common homophones such as witch and which, there and their. I know how to spell the Year 2 common exception words from memory. I know how to spell words with contracted forms such as - I'll, it's, we'll etc. I know how to use a possessive apostrophe to show that one thing belongs or is connected to something.	

	Learning the possessive apostrophe (singular) [for example, the girl's book]. Distinguishing between homophones and near-homophones. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. 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. Develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry. Writing for different purposes Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils. 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. Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].	I can distinguish between homophones and near-homophones I can add suffixes to spell longer words, including -ment, ness, ful, less, ly. I can apply spelling rules and guidance, as listed in English Appendix 1. I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. I can write about personal experiences and those of others. I can write about real events. I can write a simple poem. I can write for different purposes. I can consider what I am going to write before beginning by planning or saying my sentence out loud. I can encapsulate what I want to say, sentence by sentence. I can write down ideas and/or key words, including new vocabulary. I can make simple additions, revisions and corrections to my writing and can evaluate my writing with the teacher and other pupils. I can re-read to check that my writing makes sense. I can check that verbs indicate time is used correctly including verbs in the continuous form. I can read aloud what I have written with appropriate intonation to make the meaning clear.	I know that a near homophone is when a word is pronounced almost the same as another word but has a different spelling and meaning. For example - one and won. quite and quiet. I know that a homophone is when a word is pronounced the same as another word but has a different meaning. For example - night and knight. Here and hear. I know how to add the suffixes 'ment', 'ness', 'ful', 'less', 'ly' to spell longer words. I can apply spelling rules set out in English Appendix 1. I can write simple sentences that are punctuated accurately and include words containing GPCs and common exception words. I know how to use my personal experience and those of other to write about. I know how to write about real events. I know how to write a simple poem. I know how to write for different purposes such as stories, recounts, reports, instructions. I know how to plan my sentences or orally rehearse what I am going to write. I know how generate my own ideas and key words to use within my writing. I know how to re-read my work and make simple addition, revisions and corrections to my writing. I know that I can re-read my work to check that my writing make sense and check for any errors in spelling, grammar and punctuation. I know how to use time related verbs. I know how to change my voice appropriately when reading my work out loud to make the meaning clear. I know how to use intonation when reading my writing out loud.	
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		Read aloud what they have written with appropriate intonation to make the meaning clear.			
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