

St John's C of E Infant School
Knowledge, skills and vocabulary Progression Map
Writing, Handwriting and Spelling

	EYFS	Year 1	Year 2
Spelling	<p>Spell cvc , ccvc, cvcc words using set 1 and 2 sounds. (cat, shop, sink)</p> <p>Spell words by identifying the sounds and then writing the sound with letters with phonetical plausibility.</p> <p>Spell tricky red words in relation to the synthetic phonics programme.</p>	<p>Spell words containing each of the 40+ phonemes taught.</p> <p>Spell common exception words. You can find the list here https://cdn.oxfordowl.co.uk/2019/08/29/13/48/38/98b01b1e-5cd2-47f6-a592-f97cebd0b777/CommonExceptionWords_Y1.pdf</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Spell words with simple phoneme/grapheme correspondence accurately e.g. rain, play, make.</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations.</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns.</p> <p>Use the prefix un</p> <p>Use suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words.</p> <p>Apply simple spelling rules and guidelines taught.</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</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>Learn to spell common exception words distinguish between homophones and near-homophones. You can find the year 2 list here https://cdn.oxfordowl.co.uk/2019/08/29/13/50/37/10bf76a2-c1dd-42e6-88af-0686acd91609/CommonExceptionWords_Y2.pdf</p> <p>Learn the possessive apostrophe (singular).</p> <p>Learn to spell more words with contracted forms.</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>Show awareness of silent letters in spelling e.g. knight, write.</p> <p>Use –le ending as the most common spelling for this sound at the end of words.</p> <p>Apply spelling rules and guidelines taught.</p>

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Key Vocabulary	Sounds Letters Phonetic Red words Phonics	Sounds Letters Phonemes Phonetically plausible Red words Phonics Alphabet Order Prefix Suffix	Sounds Letters phonemes Phonetically plausible Red words Phonics Alphabet Order Prefix Suffix Graphemes Common exception words Homophones Possessive apostrophe Silent letters
Transcription	Write a dictated sentence in line with the phonics taught building in length e.g. a cat, it is a cat, it is a big cat, it is a big black cat on a mat.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Key Vocabulary	Dictated Phonics	Dictated Phonics Common exception words	Dictated Phonics Common exception words Punctuation

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<p>Contexts for writing</p>	<p>Write their names.</p> <p>Write labels.</p> <p>Write captions.</p> <p>Write lists.</p> <p>Write narratives.</p> <p>Write in response to a range of stimuli.</p> <p>Write descriptions.</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Write for different purposes: Letter Instructions Fact file Questions Retelling stories Creating your own story, traditional tales</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Recognise the difference between formal and informal writing.</p> <p>Write for different purposes: Letter, List, Instructions, News articles Fact file Questions Retelling stories Creating your own story, traditional tales</p>
<p>Key Vocabulary</p>	<p>Labels Captions Lists Narratives Descriptions</p>	<p>Labels Captions Lists Narratives Descriptions Real events Poetry Fact fiction</p>	<p>Labels Captions Lists Narratives Descriptions Real events Poetry Fact Fiction Formal Informal</p>

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<p>Handwriting</p>	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Write with their dominant hand using a tripod grip.</p> <p>Form lower case and capital letters most of which are formed correctly.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters of the correct size relative to one another.</p> <p>Securely form lower-case letters in the correct direction, starting and finishing in the right place including ascenders and descenders.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p> <p>Produce recognisable letters and words to convey meaning another person can read writing with some mediation.</p>	<p>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 singular.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Form letters with ascenders and descenders.</p> <p>Use spacing between words that reflects the size of the letters.</p>
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<p>Key Vocabulary</p>	<p>Motor skills Posture Lower case Capital letters Formation</p>	<p>Motor skills Posture Lower case Capital letters Formation Relative Ascenders Descenders Digits Handwriting families</p>	<p>Motor skills Posture Lower case Capital letters Formation Relative Ascenders Descenders Digits Handwriting families Spacing Diagonal Horizontal Join</p>
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<p>Grammar and Punctuation</p>	<p>Use finger spacing.</p> <p>Demarcate the end of a sentence with a full stop.</p> <p>Begin a sentence with a capital letter.</p>	<p>Leave spaces between words.</p> <p>Join words and joining clauses using "and".</p> <p>Use familiar adjectives to add detail.</p> <p>Use regular plural noun suffixes (-s, -es)</p> <p>Use verb suffixes where root word is unchanged (ing, -ed, -er).</p> <p>Use the un- prefix to change meaning of adjectives/adverbs.</p> <p>Combine words to make sentences, including using and.</p> <p>Sequence sentences to form short narratives.</p> <p>Separate words with spaces use sentence demarcation (. ! ?).</p> <p>Use capital letters for names and pronoun 'I')</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Use expanded noun phrases to describe and specify.</p> <p>Attempt some varied vocab and use some varied sentence openings e.g. time connectives.</p> <p>Use coordination (using or, and, or but).</p> <p>Use commas in lists.</p> <p>Use sentences with different forms: statement, question, exclamation, command use subordination (using when, if, that, or because) use apostrophes for omission & singular possession. Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use extended simple sentences e.g. including adverbs and adjectives to add interest.</p> <p>Use some features of written Standard English.</p> <p>Learn how to use selected grammar for Year 2.</p> <p>Use and understand grammatical terminology when discussing writing.</p> <p>Develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks use sentence demarcation, exclamation marks and commas in a list.</p> <p>Apostrophes for contracted form and for possession.</p>	
<p>Key Vocabulary</p>	<p>Spacing Full stop Capital letter</p>	<p>Spacing Full stop Capital letter Adjectives</p>	<p>Spacing Full stop Capital letter Adjectives</p>	<p>Subordination Commas Statement Question</p>

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		<p>Clauses Prefix Suffix Demarcation Pronoun Punctuate</p>	<p>Clauses Prefix Suffix Demarcation Pronoun Punctuation List</p>	<p>exclamation command Present tense Past tense Apostrophes</p>
Planning and Editing	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Read sentences aloud to check for sense.</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Orally sequence sentences to form short narratives.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Write down ideas and/or key words, including new vocabulary.</p> <p>Plan what they want to say, sentence by sentence.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Re-read 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>Proofread to check for errors in spelling, grammar and punctuation.</p>	
Key Vocabulary	<p>Describe Detail Read</p>	<p>Describe Detail Read Say Compose Sequence Narratives Re-read</p>	<p>Describe Detail Read Say Compose Sequence Narratives Re-read</p>	<p>Plan Vocabulary Proof read Evaluate Grammar Verbs</p>