

Writing Progression of Knowledge and Skills from EYFS to Year 2

Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). The writing sequence aims to develop competence in both aspects. Pupils are taught to express their ideas in a range of written genres, develop a strong awareness of audience, purpose and context and use a wide range of vocabulary and grammar appropriately.

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In each year, pupils will be learning to:

Themes within subject	Pre-school	Reception	Year 1	Year 2
Composition: Planning	use simple sentences orally	<p>Say a simple phase/caption aloud before writing.</p> <p>Remember the phase/caption they have said before writing</p> <p>Oral use of descriptive /key vocabulary to compose a simple sentence (4-6 words)</p> <p><i>say a simple sentence with support (4-6 words) aloud before writing</i></p> <p>Recall the simple sentence independently.</p>	<p>say out loud what they are going to write about</p> <p>arrange ideas in sequence</p> <p>use a simple given planning tool <i>e.g. a story map, washing line</i></p> <p>complete a simple sequencing template to orally describe a process</p>	<p>plan what they are going to write about</p> <p>plan to use key words and new vocabulary in writing</p> <p>use a simple given planning tool, <i>e.g. story grid</i></p> <p>produce a sequencing template after a practical activity</p> <p>understand the purpose for their writing</p> <p>To understand the audience for their writing</p>
Composition: Drafting	<p>distinguish between different marks they make</p> <p>give meaning to the marks they make</p> <p>write a pretend list starting at the top of the paper</p>	<p>use clearly identifiable letters to write a cvc word that can be read by others</p> <p>write phrases and short sentences that can be read by others, in meaningful contexts</p>	<p>sequence sentences</p> <p>refer to given planning to ensure sequence of ideas</p> <p>compose and rehearse a sentence orally</p>	<p>encapsulate what they want to say, sentence by sentence</p>
Composition: Evaluating and Editing	<i>tell an adult what they have written about</i>	<p>Adult able to read phase/caption/sentence to the child.</p> <p>Adult highlights an appropriate area of focus using 'think pink' with the child and scaffolds the edit.</p> <p>Adult uses 'great green' to highlight success with the child.</p> <p>Adult supports the child to orally edit a highlighted focus.</p> <p>Adult supports child to begin to identify specific success in their phonic caption writing e.g identify a digraph in their caption</p>	<p>re-read what they have written to check it makes sense</p> <p>read aloud their writing clearly enough to be heard by their peers and teacher</p> <p>discuss what they have written with the teacher or other pupils. Teacher to use Great Green / Think pink to give immediate feedback</p> <p>Respond to marking</p> <ul style="list-style-type: none"> - begin to independently respond to 'think pink' marking from teacher. - Know that 'great green' represents success 	<p>re-read to check that verbs to indicate time are used correctly and consistently</p> <p>read aloud their writing with appropriate intonation to make their writing clear</p> <p>Respond to marking</p> <ul style="list-style-type: none"> - Independently respond to 'think pink' marking from teacher. <p>evaluate their writing with the teacher or other pupils and make additions, revisions or corrections</p> <p>start to proof read to check for errors in spelling, grammar and punctuation</p>

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Themes within subject	Pre-school	Reception	Year 1	Year 2
Word Structure		<p>write appropriate graphemes for CVC words</p> <p>use some phase 3 digraphs when writing words</p>	<p>use plurals - s -es correctly in terms of the meaning of the word</p> <p>use suffixes -ing -ed -er and -est where there is no change to the root word</p> <p>use prefix un- for negation</p> <p>build compound words from known words</p>	<p>use suffixes -ness (formation of nouns), -ful, -less, -ment</p> <p>use suffixes -ing -ed -er and -est where changes are made to the root word</p> <p>use -ly to turn adjectives in to adverbs for description</p> <p>use two adjectives to describe a noun -er -est</p>
Sentence Structure		<p>break the flow of speech in to words</p> <p>write own: name label caption</p> <p>To orally sequence at least 5 words into a simple sentence</p> <p>write a short sentence with words with known sound-letter correspondences using a capital letter and full stop</p> <p>orally use simple connectives, such as 'and' 'because'</p> <p>orally use future and past tenses</p>	<p>understand how words combine to make sentences</p> <p>join words or sentences using 'and'</p>	<p>use co-ordination – but, so</p> <p>use subordination - when, if, that, because</p> <p>use noun phrases for description and specification</p> <p>identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command</p>
Text structure			<p>sequence sentences to form short narratives</p>	<p>sequence a series of linked sentences to write simple, coherent narratives, about personal experiences and those of others (real and fictional)</p> <p>make a correct choice of simple present tense, simple past tense,</p> <p>use present progressive to mark actions in progress</p>

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Punctuation	see differences in lower case and upper case letters	Use finger spaces between words use a full stop at the end of a sentence use a capital letter at the start of a sentence	use capital letters for names and personal pronoun I use capital letters for days of the week use question marks begin to identify and use exclamation marks. use speech bubbles	use commas to separate items in a list use apostrophe for contractions use apostrophe for singular possession use exclamation marks
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Themes within subject	Pre-school	Reception	Year 1	Year 2
Spelling (including dictionary use) Refer to spelling appendix 1 with split of content y3-6 https://oceanlearning.sharepoint.com/:b:/s/LearningResources/EXatuzWI-XVijgMCdzOu7REBfMMahuOzsQWPR4PQFXIuJg?e=dbnnQN	hears and says the initial sound in words recognise words with the same initial sound count syllables write initial sound of own name	Orally segment the sounds in cvc words link sounds to letters, naming and sounding the letters of the alphabet hear and say and represent the: initial sound in a word final sound in a word medial sound in a word hear, say and represent some phase 3 digraphs in words phonetically spell words by identifying sounds in sequence and representing the sounds with a letter or letters	spell words with 40+ phonemes spell year 1 common exception words spell the days of the week use letter names to distinguish between alternative spellings use rule to spell -s and -es plurals spell using suffix -ing -ed -er and -est where there are no changes to the root word write dictated sentences with sounds and words learnt	segment spoken words into phonemes and represent these with graphemes learn new ways for spelling phonemes for which one or more spellings are already known spell Year 2 homophones and near homophones spell Year 2 common exception words spell contracted word forms (apostrophes) add suffixes -ment, -ness, -ful, -less, -ly write dictated sentences, using GPCs, words and punctuation learnt
	begin to join in with alphabet songs	use alphabet songs linked to an alphabet chart order letter cards alphabetically	name the letters of the alphabet in order order word cards with the same first sound alphabetically use first illustrated dictionaries, available in class	use first letter to find words in a first dictionary
Handwriting Refer to Handwriting appendix https://oceanlearning.sharepoint.com/:b:/s/LearningResources/EXatuzWI-XVijgMCdzOu7REBfMMahuOzsQWPR4PQFXIuJg?e=dbnnQN	hold pens and pencils with comfortable grip write some letters recognisably e.g. own name and m for mummy show a preference for a dominant hand	use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (see physical development progression) Make marks using a writing implement use a range of small tools, including scissors, paint brushes and cutlery hold a pencil in tripod grip in preparation for fluent writing (see appendix for pencil grip progression) begin to show accuracy and care when drawing form lower case letters correctly using print initially, move into pre-cursive when developmentally ready develop the foundations of a handwriting style which is fluid, accurate and efficient separate words with spaces	sit correctly at a table, hold a pencil using a tripod grip form all lower-case letters using pre cursive style know which letters belong to which handwriting families form all capital letters form digits 0-9	form lower-case letters of the correct size relative to one another use the diagonal and horizontal strokes needed to join letters 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 write digits of the correct size and orientation

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Terminology Refer to glossary: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf	letter word sound idea (alphabet)	caption phrase sentence finger spaces alphabet phoneme digraph grapheme capital letter full stop	singular plural punctuation question mark exclamation mark tense (regular) (irregular) (simile – ‘like’) (verb) (noun) (adjective) Joining word (conjunction)	noun noun phrase statement question exclamation command compound suffix adjective adverb verb past tense present tense present progressive past progressive comma contraction apostrophe (coordinating conjunction) (main clause)
What is a sentence?	Reception: A sentence is a group of words that are put together to make sense. It starts with a capital letter and ends with a full stop.	Year 1: A sentence is a complete thought that make sense. It starts with a capital letter and ends with a form of punctuation - . or ? A sentence can be extended using the conjunction ‘and’	Year 2: A sentence must have a noun and a verb. It must end with a form of punctuation - . ? ! A sentence can be extended using a range of conjunctions e.g and, but, because, so, when, if A sentence can be made more interesting by adding adjectives and adverbs	

Writing Genre Overview

Text types guidance to support writing progression map:

https://oceanlearning.sharepoint.com/:w:/s/LearningResources/EWjXfEAVWi9EvGrkd1PX7CEBdBXEKlitKbGHPOCnng-_g?e=YiKhWN

Text type	Reception	Year 1	Year 2
Non- fiction	Fact finding Features of non-fiction texts e.g. contents page	instructions	instructions information: non-chronological report chronological report
Recount	(personal) recount	(personal) recount	(impersonal) recount
Narrative	retelling of a familiar story	retelling of a familiar story simple narrative fairy tales	retelling of a familiar story simple narrative fairy tales

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			diary myth
Poetry	List poem rhyming words nursery rhymes	list poem acrostic poem Rhyming couplets riddles question/answer poem	Rhyming couplets haiku question/answer poem riddles free verse

Key: Genre is introduced and practised

Genre is expected to be secure

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EYFS: Pre-School			
	Early Years Framework / Development Matters Statement	Learning Intentions	What this looks like
Composition: planning		To use simple sentences orally.	
Composition: drafting		To distinguish between different marks they make. To give meaning to the marks they make. To write a pretend list starting at the top of the paper	
Composition: evaluate and edit		To tell an adult what they have written about.	
Punctuation		To see differences in lower case and upper case letters.	
Spelling		To hear and say the initial sound in words. To recognise words with the same initial sound. To write initial sound of own name. To count syllables. To begin to join in with alphabet songs.	
Handwriting		To hold pens and pencils with a comfortable grip. To write some letters recognisably. To show a preference for a dominant hand.	initial letter for own name and 'm' for mummy.
Terminology	letter, word, sound, idea		

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EYFS: Reception			
	Early Years Framework / Development Matters Statement	Learning Intentions	What this looks like
Composition: planning		To say a complete sentence aloud before writing. - To remember the sentence they have said aloud before writing.	
Composition: drafting		To use clearly identifiable letters to write a word that can be read by others. To write phrases and short sentences that can be read by others, in meaningful contexts.	
Composition: evaluate and edit	Re-read what they have written to check that it makes sense.	To re-read a sentence to check it makes sense. To listen to or state an idea to improve writing in conversation or discussion.	
Word structure and word class	Spell words by identifying the sounds and then writing the sound with letter/s.	To write appropriate graphemes for cvc words. - To represent initial sounds and some cvc words correctly e.g. a dog is hot. - To write some key words, spelt correctly: to, no, go, I, the, into.	Writes recognisable letters, most of which are correctly formed.
Sentence structure	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	To break the flow of speech in to words. To write own name, label and captions. - To write a caption (not dictated). To write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - To write simple phrases and sentences that can be read by others. To use future tense orally.	
Punctuation		To use a capital letter at the start of a sentence. To use a full stop at the end of a sentence.	
Spelling	Form lower-case and capital letters correctly.	To segment the sounds in simple words To link sounds to letters, naming and sounding the letters of the alphabet. To spell words by identifying sounds in them and representing the sounds with a letter or letters. To use alphabet songs linked to an alphabet chart. - To order letter cards alphabetically.	

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Handwriting	<p>To use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To hold a pencil in tripod grip in preparation for fluent writing.</p> <ul style="list-style-type: none"> - To use a range of small tools, including scissors, paint brushes and cutlery. - To begin to show accuracy and care when drawing. <p>To form lower case letters correctly using pre-cursive style.</p> <p>To develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To separate words with spaces.</p>
Terminology	capital letter, full stop, sentence, finger spaces

Year 1				
	National Curriculum Statements	Learning Intentions	What this looks like	Possible outcomes
Composition: planning	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>	<p>To say out loud what they are going to write about.</p> <ul style="list-style-type: none"> - To discuss ideas for writing. <p>To arrange ideas in sequence.</p> <ul style="list-style-type: none"> - To plan their writing using pictures or drawings to help sequence ideas. - To use known stories and real experiences as a starting point for writing. - To use familiar plots for structuring the opening, middle and end of their own stories. - To sequence ideas within non-fiction texts. - To complete a simple sequencing template to orally describe a process. <p>To use a simple given planning tool.</p>	<p>Mind map</p> <p>Use a Talk 4 Write text map</p> <p>a story map , washing line</p>	<p>Sequence given images correctly to retell a known story or personal experience (a school trip or practical activity).</p> <p>Draw their own story maps of familiar stories and use these to support their writing.</p>
Composition: drafting	<p>To sequence sentences to form short narratives.</p>	<p>To refer to planning to ensure sequence of ideas.</p> <p>To compose and rehearse a sentence orally.</p> <ul style="list-style-type: none"> - To say a sentence before writing it. <p>To write a series of sentences that relate or are in order to retell a known story or own narrative.</p> <ul style="list-style-type: none"> - To use familiar story language in their own writing <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <ul style="list-style-type: none"> - To know that a recount is in time order. - To know that instructions often have numbers to show the order of the steps <p>To use phonics knowledge and sound mats to write independently so that a familiar adult can read it (phonetically plausible spelling).</p>	<p>Once many years ago... Jack crept up the beanstalk... One of the turnips grew and grew and grew...</p>	<p>Retell a familiar story in their own words using images to support sequencing and details</p> <p>Write instructions for something that they have done/made.</p> <p>Write about personal experiences.</p> <p>Write a recount in order</p> <p>Write instructions using numbers to show an order</p>

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				(e.g. instructions)
Composition: evaluate and edit	<p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>To re-read what they have written to check it makes sense.</p> <ul style="list-style-type: none"> - To independently re-read every sentence to check that it makes sense. - To remove extra words or add missing words from sentences so that they make sense. - To change words if the wrong word has been used. <p>To read aloud their writing clearly enough to be heard by their peers and teacher.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <ul style="list-style-type: none"> - To discuss what they have written using speaking frames. - To begin to independently make changes to their writing, after discussion or rereading, so that it makes sense. 	<p>'The best word I've used is...'</p> <p>'My handwriting is good because...'</p> <p>To respond to marking with adult support</p>	
Word structure		<ul style="list-style-type: none"> -To know that a noun is the name of a person, place or thing. - To know that a proper noun is the name of a specific person or place and starts with a capital letter. <p>To know that a verb is a 'doing' or 'action' word.</p> <p>To use plurals - s -es correctly in terms of the meaning of the word.</p> <p>To use suffixes -ing -ed -er and -est where there is no change to the root word.</p> <p>To use prefix un- for negation.</p> <p>To build compound words from known words.</p> <p>To use adjectives to describe</p>	<p>Sarah, I, garden, school, Tesco, table, dog</p> <p>jump, jumped, jumping, jumper</p> <p>foot + ball = football</p>	
Sentence structure	<p>To join words and sentences using 'and'</p>	<p>To understand how words combine to make sentences.</p> <ul style="list-style-type: none"> - To know a simple sentence is made up of a noun and a verb (and sometimes a bit more). - To know that a sentence is a complete thought (set of words) that makes sense <p>To join words or sentences using the conjunction 'and'.</p> <p>A) To use 'and' to add an additional word.</p> <p>B) To use 'and' to add an additional phrase.</p> <p>C) To use 'and' to add an additional sentence.</p> <p>To know that 'and' is a joining word (conjunction)</p> <p>To engage readers by using adjectives to describe.</p> <ul style="list-style-type: none"> - To know that adjectives are describing words. 	<p>The dog barked. Sarah sat.</p> <p>The dog barked <u>at the postman</u>.</p> <p>a) <i>add another object:</i> I like peas <u>and</u> carrots.</p> <p>a) <i>add another subject:</i> Sarah <u>and</u> Lucy went to the café.</p> <p>b) He wore trousers <u>and</u> a woolly jumper.</p> <p>c)'I play football and I play netball.'</p> <p>The robin has a <u>red</u> chest. There was a <u>big</u> storm.</p> <p>He had a <u>quick</u> idea. Jack climbed a <u>giant</u> rock.</p>	

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<p>Text structure</p>		<p>To sequence sentences to form short narratives.</p> <p>To use the past tense when retelling stories or recounting experiences. -To use some common irregular past tense verbs.</p>	<p>go (went), eat (ate), swim (swam), write (wrote)</p>	<p>Instructions</p> <p>Recount</p>
<p>Punctuation</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To leave spaces between words.</p> <p>To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>To use capital letters for names of people, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces. - To separate words with spaces of a roughly consistent size.</p> <p>To use full stops to end sentences.</p> <p>To begin to identify and use question marks. -To understand that a question mark is used at the end of a sentence to show that it is a question.</p> <p>To begin to identify and use exclamation marks. - To understand that an exclamation mark is used at the end of a sentence to show sudden or strong emotion or that someone is shouting.</p> <p>To use speech bubbles.</p>	<p>.</p> <p>Do you feel ok Beegu? Are you sad?</p> <p>My favourite bit was lunch! Help me! he shouted.</p> <p><i>(Insert good example of a speech bubble)</i></p>	
<p>Spelling</p>	<p>Pupils should be taught to:</p> <p>spell: words containing each of the 40+ phonemes already taught, common exception words, the days of the week</p> <p>Add prefixes and suffixes:</p> <p>Using 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 the prefix un– .</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>Apply simple spelling rules and guidance, as listed in English Appendix 1.</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>Name the letters of the alphabet: naming the letters of the alphabet in order, using</p>	<p>To use their phonics knowledge (refer to phonics progression document) to segment words to spell.</p> <p>To spell year 1 common exception words.</p> <p>To spell the days of the week.</p> <p>To use letter names to distinguish between alternative spellings.</p> <p>To write dictated sentences with sounds and words learnt.</p> <p>To know that adding -s to a noun makes it plural.</p> <p>To know that -es is added to nouns that end in -s, -sh, -ch, -x or -z to make it plural. - To know that -s or -es is added to verbs to show that he, she or it is the subject of the sentence.</p> <p>To correctly spell words with the un- prefix. - To know that when the prefix un- is added to a word it changes the meaning to be the opposite.</p> <p>To write words with the suffixes -ed and –ing, where there are no changes to the root word.</p> <p>To write words with the suffixes -er and –est, where there are no changes to the root word. - To know that -er and -est are used when comparing.</p> <p>To name the letters of the alphabet in order.</p>	<p>He <u>plays</u> in the sand.' rather than 'He play in the sand.</p> <p>I love your <u>cakes</u>.</p> <p>The <u>foxes</u> were in the garden at night.</p> <p>unhappy, undo, unkind, untie, unlock</p> <p>played, playing, eating, jumped, jumping, painted, painting</p> <p>fast, faster, fastest, big, bigger, biggest, small, smaller, smallest</p>	

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	<p>letter names to distinguish between alternative spellings of the same sound.</p>	<p>To order word cards with the same first sound alphabetically.</p> <p>To use first illustrated dictionaries, available in class.</p>		
<p>Handwriting</p>	<p>To begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>To form capital letters.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To begin to form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>To form capital letters.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly using a tripod grip.</p> <p>To form digits 0-9.</p>		
<p>Terminology</p>	<p>singular, plural, punctuation, question mark, exclamation mark, tense, (regular), (irregular), (verb), (phrase)</p>			

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Year 2				
	National Curriculum Statements	Learning Intentions	What this looks like	Possible outcomes
Composition: planning	consider what they are going to write before beginning by: <ul style="list-style-type: none"> - 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 	To understand the purpose for their writing. To understand the audience for their writing To write down ideas/keywords including new vocabulary. To plan what they are going to write about using a simple given planning tool. <ul style="list-style-type: none"> - To produce a sequencing template to show a process or after a practical activity. To encapsulate what they want to say, sentence by sentence	Mind map Use a Talk 4 Write text map Story grid, story mountain, boxing up	Plan a character description Plan to rewrite part or all of a familiar story in their own words
Composition: drafting	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To write for different purposes.	To write narratives about personal experiences and those of others (real and fictional) that include these. To know that narratives include extra details to interest the reader. <ul style="list-style-type: none"> - To include extra details to set a scene. - To give extra details about what is happening. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.	Yesterday we all went on a wonderful school trip <u>to the river</u> . We had lunch next to the river <u>on the grass</u> and the birds were flying all around us!	Retell known and familiar stories, including picture books without words. Retell known and familiar stories from different viewpoints. Recount their own experiences in chronological order. Write information and instructional texts. Outcomes stated in the NC: <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 write for different purposes.
Composition: evaluate and edit	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that verbs to indicate time are used	To read aloud their writing with appropriate intonation to make their writing clear. <ul style="list-style-type: none"> - To reread to check that their writing makes sense - To reread to check that the correct tense is used throughout. To evaluate their writing with the teacher or other pupils and make additions, revisions or corrections.	Independently respond to 'think pink' marks	

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	<p>correctly and consistently, including verbs in the continuous form.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To read aloud their writing with appropriate intonation to make the meaning clear</p>	<p>To reread to check that all sentences start with a capital letter and end with either a full stop, exclamation mark or question mark.</p> <p>- To edit and improve own writing by strengthening the use of verbs, nouns, adjectives and adverbs.</p>	<p>Begin to identify and correct their own mistakes (GDS)</p>	
<p>Word structure</p>	<p>Know and use some features of written Standard English</p>	<p>To use the suffixes -ness and -ment to form nouns.</p> <p>To use the suffixes -ful and -less to form adjectives.</p> <p>To know that a subject is a person, place or thing.</p> <p>-To know a noun is the name of a person, place or thing.</p> <p>- To know that a proper noun is the name of a specific person or place and starts with a capital letter.</p> <p>To know that a verb is a ‘doing’ or ‘action’ word.</p> <p>To use adjectives to describe and specify.</p> <p>- To know that an adjective describes the noun.</p> <p>- To know that an adjective comes before the noun in a sentence.</p> <p>- To use two adjectives to describe a noun.</p> <p>- To know that when two adjectives describe a noun this is called an expanded noun phrase.</p> <p>To use -ly to turn adjectives in to adverbs for description.</p> <p>- To use adverbs that end in -ly to describe how something happens/happened.</p> <p>- To know that an adverb describes a verb.</p> <p>use suffixes -ing -ed -er and -est where changes are made to the root word</p> <ul style="list-style-type: none"> - Words ending in -y - Words ending in -e <p>use suffixes -ing -ed -er and -est with words of one syllable, where the final consonant needs to be doubled.</p>	<p>happiness, enjoyment</p> <p>playful, helpless</p> <p>slow > slowly</p> <p><u>Sadly</u> it was time to go home.</p> <p>His teacher was stomping <u>loudly</u> like a lion.</p> <p>cry - cried</p> <p>smile – smiling</p> <p>drop - dropping</p>	<p>Identify the noun/s in sentences.</p> <p>Identify the verb/s in sentences.</p> <p>Identify adjectives in sentences.</p>
<p>Sentence structure</p>	<p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p>	<p>a) To write sentences using ‘and’, ‘or’, ‘but’ to join ideas or sentences (co-ordination).</p> <p>b) To write sentences using ‘when’, ‘if’, ‘that’, because’ to join ideas and clauses (subordination).</p> <p>- To know that a conjunction is a word that joins clauses together and that these can be co-ordinating or subordinating.</p> <p>- To use subordination for time, using ‘when’.</p>	<p>Next we got off the ferry <u>and</u> we had our lunch by the river. I did enjoy my food <u>but</u> I wish I didn’t have carrots in my lunchbox. I had a choice of jam sandwiches <u>or</u> a sausage roll.</p> <p>Lizzie was fast asleep <u>when</u> the flood came.</p>	

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	<p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in English Appendix 2</p>	<ul style="list-style-type: none"> - To use subordination to explain the reasons why, using ‘because’, ‘if’. - To use the subordinating conjunction ‘that’ to add more detail to a clause or idea. <p>To use expanded noun phrases for description and specification.</p> <p>To identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command.</p> <ul style="list-style-type: none"> - To know that exclamation sentences start with ‘how’ or ‘what’. - To know that commands tell the reader to do something. - To know that commands start with imperative verbs. - To know that questions ask the reader something. - To know that questions start with what, where, when, why, who, how etc. - To know that questions have an answer. - To know that statements express a fact, idea or opinion. 	<p>I don’t like getting wet <u>because</u> my fur gets messed up.</p> <p>Take it out of the oven <u>if</u> it is brown on top.</p> <p>I hope <u>that</u> you write back soon.</p> <p>The <u>shiny</u> moon was getting covered up by the <u>dark</u> clouds.</p> <p>I stepped off the <u>huge, metal</u> train and I saw Hagrid.</p> <p>What a lovely day that was!</p> <p>Will you be my friend?</p>	<p>Recognise statement, exclamation, question and command sentences which have punctuation removed.</p>
<p>Text structure</p>	<p>Use the present and past tenses correctly and consistently including the progressive form</p>	<p>To sequence a series of linked sentences to write simple, coherent narratives, about personal experiences and those of others (real and fictional).</p> <p>To use past and present tense consistently.</p> <ul style="list-style-type: none"> - To know and use the different forms of the irregular verb ‘to be’ (was, were, is, are, am, be). <p>- Ensure accurate and consistent use of tense throughout own writing.</p> <p>To ensure subject and verbs agree when writing.</p> <p>To use present and past progressive to mark actions in progress.</p>	<p>Excitedly I <u>soared</u> through the night sky. Above me I <u>saw</u> twinkling stars. I <u>was</u> about to hit the freezing cold water but luckily my magic carpet quickly <u>turned</u>.</p> <p>Crabs <u>live</u> in rock pools. They <u>stay</u> there until the tide <u>washes</u> them back into the sea. They <u>eat</u> seaweed.</p> <p>‘They were...’ rather than ‘They was...’</p> <p>A girl <u>is crying</u>. The boy <u>was eating</u>.</p>	
<p>Punctuation</p>	<p>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 for contracted forms and the possessive (singular)</p> <p>learning the possessive apostrophe (singular)</p>	<p>To use capital letters for names of places and months of the year.</p> <p>To write questions using a question mark correctly at the end.</p> <ul style="list-style-type: none"> - To know the question mark replaces the full stop. <p>To write exclamations using an exclamation mark correctly at the end.</p> <ul style="list-style-type: none"> - To understand that an exclamation mark is used at the end of a sentence to show sudden or strong emotion (e.g. shock, anger, surprise) or that someone is shouting. <p>To write commands and statements and use a full stop correctly at the end.</p> <p>To use commas to separate items in a list.</p> <ul style="list-style-type: none"> -To use the word ‘and’ before the last item in a list. - To know that a comma is used between two adjectives. <p>To use apostrophes to mark singular possession.</p>	<p>Will you be my friend?</p> <p>What a lovely day that was!</p> <p>Finish your dinner.</p> <p>Leopards are mammals.</p> <p>I saw leopards, monkeys <u>and</u> snakes at the zoo.</p> <p>The <u>stealthy, spotty</u> leopard was looking at me.</p>	

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		<p>- To know that an apostrophe shows that an object belongs to a subject.</p> <p>To use apostrophes to show contractions.</p> <p>- To know that when words are contracted, letters are missed out.</p> <p>- To know that when words are contracted, the apostrophe shows where letters are missing.</p>		
<p>Spelling</p>	<p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>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</p> <p>learning to spell common exception words</p> <p>learning to spell more words with contracted forms</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>To segment spoken words into phonemes and represent these with graphemes.</p> <p>To learn new ways for spelling phonemes for which one or more spellings are already known.</p> <p>To spell Year 2 homophones and near homophones.</p> <p>To spell Year 1 and 2 common exception words.</p> <p>To spell contracted word forms.</p> <p>To add suffixes -ment, -ness, -ful, -less, -ly.</p> <p>To write dictated sentences, using GPCs, words and punctuation learnt.</p> <p>To use the first letter to find words in a first dictionary.</p>	<p>Quite/quiet (near homophone)</p>	
<p>Handwriting</p>	<p>form lower-case letters of the correct size relative to one another</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>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters</p>	<p>To form lower-case letters of the correct size and orientation relative to one another.</p> <p>To use the diagonal and horizontal strokes needed to join letters.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To write digits of the correct size and orientation.</p>		
<p>Terminology</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, present progressive, past progressive, (coordinating conjunction) , (main clause)</p>			

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Termly expectations/checkpoints			
	Reception	Year 1	Year 2
Autumn	<ul style="list-style-type: none"> -Can write some recognisable letters (linked to phonics progression doc) -use clearly identifiable letters to write a CVC word that can be read by others -Write own name, labels and captions -Hear the start, end and medial sound in words and record these 	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught Using letter names to distinguish between alternative spellings of the same sound Begin to form lower-case letters in the correct direction, starting and finishing in the right place and know which letter family they belong to Composing a sentence orally before writing it Sequencing sentences to form short narratives Leave spaces between words Beginning to punctuate sentences using a capital letter and full stop Using a capital letter for names of people and the personal pronoun 'I' 	<ul style="list-style-type: none"> Demarcate many sentences with capital letters and full stops. Write statements that include a noun phrase. Write sentences that include the conjunctions and, but, because Sequence sentences to form a narrative about a personal experience, or that of another. form lower-case letters of the correct size relative to one another use spacing between words that reflects the size of the letters write digits of the correct size and orientation spell many Year 1 and some Year 2 common exception words make phonetically plausible attempts at spelling unfamiliar words and represent them with known graphemes.
Spring	<ul style="list-style-type: none"> Can write some recognisable letters (linked to phonics progression doc) -Can write a caption (not dictated) that can be read by others -Represent start, end and taught medial sounds in writing (although they may not choose the correct grapheme/digraph) -Write some CEW words, spelt correctly: to, no, go, I, the, into -put spaces in between words 	<ul style="list-style-type: none"> Using -ing, -ed, -er and -est where no change is needed in the spelling of the root word Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Using letter names to distinguish between alternative spellings of the same sound Form capital letters correctly Punctuate some sentences using a capital letter and full stop, begin to use question marks Joining words and joining clauses using "and" Sequencing sentences to form short narratives Using a capital letter for names of places 	<ul style="list-style-type: none"> Use co-ordination (or, and, but) and subordination (because, when, if, so that) to join clauses Write statements, questions and exclamations, using punctuation correctly most of the time. Use commas to separate items in a list. Spell contracted words correctly Use -ly to turn adjectives into adverbs Write extended narratives using the correct tense write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Spell many Yr2 CEW Apply spelling rules to add -ing, -ed, -er, -est to root words.
Summer	<p><u>ELG</u></p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> Spell the days of the week Re-read what they have written to check that it makes sense Punctuate some sentences using a capital letter and full stop, question mark and begin to use exclamation marks Using a capital letter for the days of the week 	<ul style="list-style-type: none"> Write commands Begin to use the diagonal and horizontal strokes to join letters Use apostrophes to show possession Begin to add suffixes to spell words correctly e.g -ment, -ness, -less, -ful

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