

ENGLISH Writing: Knowledge, Skills and Understanding Progression Grid

Writing – Spelling and Handwriting				
	EYFS	Year 1	Year 2	Year 3
Phonic and Word Spelling Strategies	<ul style="list-style-type: none"> ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters 	<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught spell common exception words spell the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt Appendix 1
Word Building Spelling Strategies	<ul style="list-style-type: none"> ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters 	<ul style="list-style-type: none"> 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 apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ul style="list-style-type: none"> ELG: Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
Handwriting	<ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient Form lower-case and capital letters correctly ELG: Write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 un-joined 	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting

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		<ul style="list-style-type: none"> understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> 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. 	
Writing – Composition				
Contexts for writing	<ul style="list-style-type: none"> Writing for a range of purposes within the context of the curriculum and linked to their experiences, interests and texts e.g. creating labels, captioning pictures, writing for role play, writing about their own experiences, making lists, making maps, signs, posters ELG: Write simple sentences (<i>that are meaningful to them in the context of their own play-based experiences and interests</i>) that can be read by others 	<ul style="list-style-type: none"> writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spelling writing sentences to form short narratives about personal experiences and those of others (real and fictional) 	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning Writing	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences ELG: 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. 	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it rehearsing the sentences they compose 	<ul style="list-style-type: none"> discussing their ideas with a talk partner planning and saying out loud what they are going to write about composing and rehearsing sentences orally 	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing	<ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it 	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings)

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Editing Writing	<ul style="list-style-type: none"> • Re-read what they have written to check that it makes sense with support from an adult • ELG: Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> • re-read and discuss what they have written with the teacher or other pupils • begin to edit based on phonic and punctuation knowledge 	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation error
Performing Writing	<ul style="list-style-type: none"> • ELG: Invent, adapt and recount narratives and stories with peers and their teacher • ELG: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Writing – Vocabulary, Punctuation and Grammar				
Vocabulary	<ul style="list-style-type: none"> • ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary 	<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)

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Grammar		<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble)
Punctuation	<ul style="list-style-type: none"> ELG: Write simple phrases and sentences that can be read by others ELG: Write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> 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' 	<ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas)
Grammatical Terminology	word, sentence, capital letter, full stop	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')

NB: EYFS objectives have been taken from the EYFS Framework ELGs and Development Matters. Y1, Y2 and Y3 objectives have been taken from the [National Curriculum](#), including [Appendix 1](#) and [Appendix 2](#). This document does not replace the National Curriculum or EYFS Framework and should be used alongside these to support teachers with planning by identifying the prior and expected knowledge. Additional detail drawn from the appendices is shown in grey.