



# St Helen's Catholic Infant School

## Writing Progression of Skills

	Reception	Year 1	Year 2
Autumn 1	<p>Shows a preference for a dominant hand.</p> <p>Hears and says the initial sound in words.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Write own name</p>	<p>Begin to form capital letters</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Leave spaces between words</p> <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 read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters (End of KS1 expectation)</p> <p>Using spacing between words that reflects the size of the letters. (End of KS1 expectation)</p> <p>To write simple poetry (End of KS1 expectation)</p> <p>To reread sentences to ensure they make sense (End of KS1 expectation)</p> <p>To edit and plan work (End of KS1 expectation)</p> <p>To know a range of sentence types including statements, exclamations and commands (End of KS1 expectation)</p> <p>Use present and past tense mostly correctly and consistently (End of KS1 expectation)</p> <p>To use expanded noun phrases (End of KS1 expectation)</p>
Autumn 2	<p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Can segment the sounds in simple words and blend them together.</p>	<p>Punctuate sentences using a capital letter and a full stop</p> <p>Join words and join clauses using 'and'</p>	<p>Use present and past tense mostly correctly and consistently (End of KS1 expectation)</p>

	<p>Uses a pencil and holds it in a tripod grip to form recognisable letters, most of which are correctly formed. (ELG)</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery (ELG).</p> <p>Writes own name and other things such as labels, captions.</p> <p>Spell words by recognising the sounds and then writing the correct sound with letters (ELG)</p>	<p>Use a capital letter for the personal pronoun 'I' and for the names of people and places</p> <p>To sequence sentences to form short narratives</p>	<p>Using co-ordination (or / and / but) and some subordination (when / if / that / because) (End of KS1 expectation)</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
Spring 1	<p>Attempts to write short sentences in meaningful contexts.</p> <p>Begins to break the flow of speech into words.</p> <p>Use a capital letter and full stop in sentences</p>	<p>Use a capital letter for the days of the week</p> <p>Begin to punctuate sentences using a question mark</p> <p>To use the prefix 'un'</p>	<p>Write about real events, recording these simply and clearly (End of KS1 expectation)</p> <p>To know and use contractions (End of KS1 expectation)</p> <p>To spell words using a range of suffixes including 'ed', 'ing', 'er', 'ly', 'est', 'y' where the root word's spelling may change. (End of KS1 expectation)</p>
Spring 2	<p>Spell words by recognising the sounds and then writing the correct sound with letters (ELG)</p> <p>Uses a pencil and holds it in a tripod grip to form recognisable letters, most of which are correctly formed. (ELG)</p> <p>Write simple phrases which can be read by themselves and others. (ELG)</p> <p>Reread what is written to check it makes sense</p>	<p>Use regular plural noun suffixes -s or -es (e.g. dog-dogs, wish-wishes)</p> <p>Begin to punctuate sentences using an exclamation mark</p>	<p>Write simple coherent narratives about personal experiences and those of others (real or fiction) (End of KS1 expectation)</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others (End of KS1 expectation)</p> <p>To spell words with the suffixes -ment, -ness, -ful, -less and -ly (End of KS1 expectation)</p> <p>To use a possessive apostrophe (End of KS1 expectation)</p>

<h2>Summer 1</h2>	<p>Write simple phrases which can be read by themselves and others. (ELG)</p> <p>Spell words by recognising the sounds and then writing the correct sound with letters (ELG)</p>	<p>Make plausible attempts at spelling words containing each of the 40+ phonemes already taught</p> <p>To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>Use the diagonal and horizontal strokes needed to join some letters (End of KS1 expectation)</p> <p>To distinguish between homophones and near homophones (End of KS1 expectation)</p> <p>Demarcating most sentences with: capital letters and full stops and using question marks correctly when required (End of KS1 expectation)</p>
<h2>Summer 2</h2>	<p>Write simple sentences which can be read by themselves and others. (ELG)</p> <p>Spell words by recognising the sounds and then writing the correct sound with letters (ELG)</p>	<p>Write sentences using taught punctuation (Capital letters, full stops and finger spaces)</p> <p>Spell many Year 1 common exception words</p>	<p>Demarcating most sentences with: capital letters and full stops and using question marks correctly when required (End of KS1 expectation)</p> <p>Spelling most Year 1 and year 2 common exception words. (End of KS1 expectation)</p> <p>Learning new ways of spelling words where one or more spellings are already known (End of KS1 expectation)</p>