



Writing Progression of Skills

	Nursery	Reception	Year 1	Year 2
Autumn 1	Focus on establishing routines and settling in	Shows a preference for a dominant hand. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write own name	Begin to form capital letters Begin to form lower-case letters in the correct direction, starting and finishing in the right place Leave spaces between words To say out loud what they are going to write about. To compose a sentence orally before writing it To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	Form capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters (End of KS1 expectation) Using spacing between words that reflects the size of the letters. (End of KS1 expectation) To write simple poetry (End of KS1 expectation) To reread sentences to ensure they make sense (End of KS1 expectation) To edit and plan work (End of KS1 expectation) To know a range of sentence types including statements, exclamations and commands (End of KS1 expectation) Use present and past tense mostly correctly and consistently (End of KS1 expectation)

				To use expanded noun phrases (End of KS1 expectation)
Autumn 2	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.	Begins to use anticlockwise movement and retrace vertical lines. Can segment the sounds in simple words and blend them together. Uses a pencil and holds it in a tripod grip to form recognisable letters, most of which are correctly formed. (ELG) Use a range of small tools including scissors, paintbrushes and cutlery (ELG). Writes own name and other things such as labels, captions. Spell words by recognising the sounds and then writing the correct sound with letters (ELG)	Punctuate sentences using a capital letter and a full stop Join words and join clauses using 'and' Use a capital letter for the personal pronoun 'I' and for the names of people and places To sequence sentences to form short narratives	Use present and past tense mostly correctly and consistently (End of KS1 expectation) Using co-ordination (or / and / but) and some subordination (when / if / that / because) (End of KS1 expectation) To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Spring 1	Write some letters of their name Write some letters accurately	Attempts to write short sentences in meaningful contexts. Begins to break the flow of speech into words.	Use a capital letter for the days of the week Begin to punctuate sentences using a question mark	Write about real events, recording these simply and clearly (End of KS1 expectation) To know and use

		Use a capital letter and full stop in sentences	To use the prefix 'un'	contractions (End of KS1 expectation) 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)
Spring 2	Write some letters of their name Write some letters accurately	Spell words by recognising the sounds and then writing the correct sound with letters (ELG) Uses a pencil and holds it in a tripod grip to form recognisable letters, most of which are correctly formed. (ELG) Write simple phrases which can be read by themselves and others. (ELG) Reread what is written to check it makes sense	Use regular plural noun suffixes –s or –es (e.g. dog-dogs, wish-wishes) Begin to punctuate sentences using an exclamation mark	Write simple coherent narratives about personal experiences and those of others (real or fiction) (End of KS1 expectation) 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) To spell words with the suffixes –ment, –ness, –ful, –less and –ly (End of KS1 expectation) To use a possessive apostrophe (End of KS1 expectation)
Summer 1	Use some of their print and letter knowledge in their early writing. For example: writing a pretend	Write simple phrases which can be read by themselves and others. (ELG)	Make plausible attempts at spelling words containing each of the 40+ phonemes already taught	Use the diagonal and horizontal strokes needed to join some letters (End of KS1 expectation)

	shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Spell words by recognising the sounds and then writing the correct sound with letters (ELG)	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).	To distinguish between homophones and near homophones (End of KS1 expectation) Demarcating most sentences with: capital letters and full stops and using question marks correctly when required (End of KS1 expectation)
Summer 2	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Write simple sentences which can be read by themselves and others. (ELG) Spell words by recognising the sounds and then writing the correct sound with letters (ELG)	Write sentences using taught punctuation (Capital letters, full stops and finger spaces) Spell many Year 1 common exception words	Demarcating most sentences with: capital letters and full stops and using question marks correctly when required (End of KS1 expectation) Spelling most Year 1 and year 2 common exception words. (End of KS1 expectation) Learning new ways of spelling words where one or more spellings are already known (End of KS1 expectation)