



## Parklands Infant and Nursery School Writing Progression Map Nursery to Year 2

Progression in Writing			
Writing Transcription			
Nursery (Writing)	Reception (Writing)	Year 1	Year 2
<p>Distinguish between the different marks they make.</p> <p>Sometimes give meaning to marks as they draw and paint.</p> <p>Ascribing meaning to marks that they see in different places.</p> <p>Show control in holding and using mark-making tools. (Physical Development - Fine Motor skills)</p> <p>Holding pencil between thumb and two fingers, no longer using whole-hand grasp. (Physical Development - Fine Motor skills)</p> <p>Holding pencil near the point between first two fingers and thumb and use it with good control. (Physical Development - Fine Motor skills)</p> <p><b>Nursery Endpoints</b></p> <p>Tell an adult what they have drawn or painted.</p> <p>Recognise a capital letter at the start of their name.</p> <p>Identify sounds from own name in other words.</p>	<p>Begin to form lower case and capital letters correctly.</p> <p>Be more confident in writing identifiable letters and shapes.</p> <p>Segment and blend the sounds in simple words and naming sounds.</p> <p>Spell words by identifying the sounds and then writing the sounds with letters.</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some common irregular words.</p> <p>Talk about sentences and start to write short sentences.</p> <p>Start to use full stops and capital letters in the correct places.</p> <p>Write simple sentences which can be read by themselves and sometimes by others.</p> <p>Spell small, familiar words correctly and make phonetically plausible attempts at more complex words.</p>	<p>Pupils should be taught to:</p> <p>Spell</p> <ul style="list-style-type: none"> <li>Words containing each of the 40+ phonemes already taught</li> <li>Common exception words</li> <li>The days of the week</li> </ul> <p>Name the letters of the alphabet</p> <ul style="list-style-type: none"> <li>Naming the letters of the alphabet in order</li> <li>Using letter names to distinguish between alternative spellings of the same sound.</li> </ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>Using the spelling rule for adding -e or -es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>Using the prefix -un.</li> <li>Using -ing, -ed, -er and -est where no change is needed in the spelling of the root word.</li> </ul> <p>Apply simple spelling rules and guidance, as listed in English NC Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include</p>	<p>Pupils should be taught to:</p> <p>Spell</p> <ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>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.</li> <li>Learning to spell common exception words.</li> <li>Learning to spell more words with contracted forms.</li> <li>Learning the possessive apostrophe (singular) eg the girl's book.</li> <li>Distinguishing between homophones and near-homophones.</li> </ul> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance, as listed in NC English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common</p>

<p>Ascribe meaning to other marks, like on signs.</p> <p>Start to write identifiable shapes and letters.</p> <p>Draw lines and circles in the air, on the floor or on large sheets of paper.</p> <p>Use tools for mark making with control.</p> <p>Grip using five fingers or preferably two fingers and thumb for control.</p> <p>Copy shapes, letters and pictures.</p> <p>Using a comfortable grip with good control when holding pens, pencils and a paintbrush.</p> <p>Begin to show a preference for a dominant hand. (Physical Development - Fine Motor skills)</p>	<p>Re-read what they have written to make sure it makes sense.</p> <p>Draw lines and circles using gross motor movements. (Physical Development - Fine Motor skills)</p> <p>Hold pencil between thumb and two fingers instead of whole hand. (Physical Development - Fine Motor skills)</p> <p>Begin to hold pencil correctly and show good control. (Physical Development - Fine Motor skills)</p> <p>Copy some letters, especially letters from own name. (Physical Development - Fine Motor skills)</p> <p>Show a preference for a dominant hand. (Physical Development - Fine Motor skills)</p> <p>Begin to show anti-clockwise movements and retrace vertical lines. (Physical Development - Fine Motor skills)</p> <p>Begin to form recognisable letters. (Physical Development - Fine Motor skills)</p> <p>Use a pencil and hold it effectively to form recognisable letters, especially letters in own name. (Physical Development - Fine Motor skills)</p>	<p>words using the GPCs and common exception words taught so far.</p>	<p>exception words and punctuation taught so far.</p>
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	<p><b>ELG</b> Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (Physical Development - Fine Motor skills)</p>		
Composition			
		<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about.</li> <li>• Composing a sentence orally before writing it.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Re-reading what they have written to check it makes sense.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<p>Develop positive attitude towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• Writing narratives about personal experiences and those of others (real and fictional).</li> <li>• Writing about real events.</li> <li>• Writing poetry.</li> <li>• Writing for different purposes.</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about.</li> <li>• Writing down ideas and/or key words, including new vocabulary.</li> <li>• Encapsulating what they want to say, sentence by sentence.</li> </ul>

			<p>Make simple additions, revisions and corrections by:</p> <ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils.</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• Proof-reading to check for errors in spelling, grammar and punctuation.</li> </ul>
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