Skills Progression: ENGLISH Writing

Skills	Nursery Ladybirds (2-3 years)	Nursery Butterflies (3-4 years)	Year R	Year 1	Year 2
Phonic & Whole word spelling **children should:**	Listens to rhymes and begins to participate using actions Joins in with songs and rhymes Beginning to copy sounds, rhythms, tunes and tempo Pays attention and responds (using words or gestures) to the pictures or the words in stories or rhymes Understands what is happening in stories with the use of pictures Repeats words and phrases from familiar stories Beginning to retell main events or use characters in their play	Can discriminate between environmental sounds Can use body percussion or instruments to make a simple rhythm. Recognises familiar words and signs such as advertising logos Recognises their own name in print Begins to navigate apps and websites on digital media using icons Can count and clap syllables in a word Can identify the initial sound in their name Can match rhyming words and continue a rhyming string Can identify the initial sound in a word Can match words that start with the same sound Can orally blend some simple CVC words consistently	Recognises sounds and reads words in line with what has been taught in Monster Phonics	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 Use letter names to distinguish between alternative spellings of the same sound Spell words with simple phoneme/ grapheme correspondence accurately (e.g. cat, dog, red) Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones Learn to spell common exception words Distinguish between homophones and near-homophones
Other word building spelling **children should:**				Other word building spelling-use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs use the prefix un– use –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	learning the possessive apostrophe (singular) learn to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly show awareness of silent letters in spelling e.g. knight, write use –le ending as the most common spelling for this sound at the end of words apply spelling rules and guidelines from Appendix 1
Contexts for Writing **children should:**			Understand the past through settings, characters and events encountered in books read in class and storytelling Child initiated writing (in role, and for purpose) write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes	write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes	write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes

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Planning **children should:**			Invent, adapt and recount narratives and stories with peers and their teacher Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	say out loud what they are going to write about compose a sentence orally before writing it	plan or say out loud what they are going to write about
Drafting **children should:**			To think of, say and write a simple sentence, sometimes using a capital letter and full stop.	sequence sentences to form short narratives	write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence
Editing **children should:**			Re-reads what they have written to check that it makes sense.	re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils	evaluate their writing with the teacher and other pupils re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofread to check for errors in spelling, grammar and punctuation
Performing **children should:**	Listens to rhymes and begins to participate sing actions Can put two words together when talking Can share an object or photo from home with a small group and talk about what it is Accesses role play and small world resources, sometimes playing with others to develop storylines	Enjoys listening to stories Joins in with repeated refrains and anticipates key events Understands humour, nonsense rhymes and simple jokes Can wait and take turns in a small group Can recite some Nursery rhymes Can start a conversation with an adult or a friend and continue it for many turns Knows and joins in with many rhymes Talks about familiar books, and is able to tell a long story Uses intonation and phrasing Introduces a storyline or narrative into their play	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	read their writing aloud clearly enough to be heard by their peers and the teacher	read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary **children should:**			Talk about elements of a topic using **newly introduced vocabulary** and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (	leave spaces between words join words and joining clauses using "and" Use familiar adjectives to add detail e.g. red apple, bad wolf	use expanded noun phrases to describe and specify attempt some varied vocab and use some varied sentence openings e.g. time connectives

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Grammar **children should:**				use regular plural noun suffixes (-s, -es) use verb suffixes where root word is unchanged (-ing, -ed, -er) use the un- prefix to change meaning of adjectives/adverbs combine words to make sentences, including using and sequence sentences to form short narratives separate of words with spaces use sentence demarcation (. ! ?) use capital letters for names and pronoun 'I')	use coordination (using or, and, or but) use commas in lists use sentences with different forms: statement, question, exclamation, command use subordination (using when, if, that, or because) use apostrophes for omission & singular possession use the present and past tenses correctly and consistently including the progressive form use extended simple sentences e.g. including adverbs and adjectives to add interest use some features of written Standard English Learn how to use selected grammar for Year 2 Use and understand grammatical terminology when discussing writing
Punctuation **children should:**			Think of, say and write a simple sentence, **sometimes using a capital letter and full stop**. (LIT)	begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks use sentence demarcation CL . ? **Exclamation marks and commas in a** list Apostrophes for contracted form and for possession
Grammatical Terminology **children should:**			letter capital letter word sentence 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