



## Writing Curriculum Progression of Skills and Knowledge



At Westfields Infant School, we want children to develop the knowledge, skills and competencies to access the next stage in their learning. In addition to this, we actively encourage and motivate the children to develop positive attitudes, skills and habits so that they are well equipped for the future.

At Westfields Infant School, our intention is to provide children with a high-quality English curriculum that will teach children to speak, read and write fluently so that they can communicate effectively. Our aim with our writing curriculum is that all children develop the knowledge, skills and tools to become independent writers and that they see the value and purpose in the writing process.

Language is fundamental to making meaning and to developing our views and opinions of the world around us. It is crucial for children to learn to communicate fluently in both spoken and written form. We have a thorough and well organised curriculum driven by engaging text drivers that provide many purposeful opportunities for the development of spoken language and writing. Our aim is to equip children with the skills needed to be able to orally rehearse, plan, compose, revise and evaluate their writing and it is our intent to ensure that by the end of Key Stage 1, all children will be confident, capable and enthusiastic writers who can apply their skills to access all areas of the curriculum, as well as nurturing their own enjoyment for these key skills.

At Westfields Infant School, our writing curriculum has been developed based on the area of learning of Literacy within [Statutory Framework for the Early Years Foundation Stage](#) and the [National Curriculum for English](#)

### Early Learning Goals - Writing

#### Writing ELG:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

### The National Curriculum for English – Years 1-2

#### The National Curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

	Writing Curriculum Progression		
	Reception	Year 1	Year 2
<b>Transcription - Spelling</b>	<ul style="list-style-type: none"> <li>Children will begin to:               <ul style="list-style-type: none"> <li>✓ recognise most of the 'Letters and Sounds - Little Wandle' phase 2 and 3 GPCs and apply them to their writing</li> <li>✓ correctly spell most of the 'Letters and Sounds - Little Wandle' phase 2 and 3 tricky words</li> <li>✓ spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Spell:               <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> </li> <li>Name the letters of the alphabet:               <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> </li> <li>Add prefixes and suffixes:               <ul style="list-style-type: none"> <li>✓ using the spelling rule for adding –s 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 root words [for example, helping, helped, helper, eating, quicker, quickest].</li> </ul> </li> <li>Apply simple spelling rules and guidance, as listed in English Appendix 1.</li> <li>Write from memory sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Spell by:               <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) [for example, the girl's book]</li> <li>✓ distinguishing between homophones and near-homophones.</li> </ul> </li> <li>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</li> <li>Apply spelling rules and guidance, as listed in English Appendix 1.</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>
<b>Transcription - Handwriting</b>	<ul style="list-style-type: none"> <li>Children will begin to:               <ul style="list-style-type: none"> <li>✓ hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>✓ use a range of small tools, including scissors, paint brushes and cutlery</li> <li>✓ begin to show accuracy and care when drawing</li> <li>✓ develop a handwriting style which is fluent, accurate and efficient</li> <li>✓ form lower-case and capital letters correctly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Form capital letters.</li> <li>Form digits 0-9.</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another.</li> <li>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 unjoined.</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>Children will begin to:               <ul style="list-style-type: none"> <li>✓ engage in extended conversations about stories, using new vocabulary</li> <li>✓ verbally retell a known story in order using some time related words</li> <li>✓ independently apply letter knowledge in their play. For example: writing a pretend shopping list that starts at the top of the page</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Write sentences by:               <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 that it makes sense.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes towards and stamina for writing by:               <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> </li> </ul>

	<ul style="list-style-type: none"> <li>✓ plan and write short sentences with words with known sound-letter correspondences</li> <li>✓ re-read what they have written to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• Consider what they are going to write before beginning by: <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> </li> <li>• Make simple additions, revisions and corrections to their own writing by: <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 [for example, ends of sentences punctuated correctly].</li> </ul> </li> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Children will begin to: <ul style="list-style-type: none"> <li>✓ use capital letters at the beginning of sentences and for names</li> <li>✓ use finger spaces in between words</li> <li>✓ punctuate the end of sentences with a full stop</li> <li>✓ apply some known phonics rules to their writing, such as adding -s to plurals and -ed to past tense.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>✓ leaving spaces between words</li> <li>✓ joining words and joining clauses using and</li> <li>✓ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>✓ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>✓ learning the grammar for year 1 in English Appendix 2.</li> </ul> </li> <li>• Use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> <li>✓ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</li> </ul> </li> <li>• Learn how to use: <ul style="list-style-type: none"> <li>✓ sentences with different forms: statement, question, exclamation, command</li> <li>✓ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>✓ the present and past tenses correctly and consistently including the progressive form</li> <li>✓ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>✓ the grammar for year 2 in English Appendix 2</li> <li>✓ some features of written Standard English.</li> </ul> </li> <li>• Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>