



Russell Street School – Writing Curriculum Progression Map

Writing Transcription: Spelling

	Early Years 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2
Phonics and spelling rules	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p><i>RWI Phonics</i> <i>Set 1 Speed Sounds</i> <i>Wordtime,</i></p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance. See attached Spelling Appendix 2</p> <div style="border: 1px solid orange; background-color: #0070C0; color: white; padding: 5px;"> <p>POW</p> <p>Spell some unknown words phonetically</p> <p>Use spelling rule for plural adding s or es</p> </div>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance. See attached Spelling Appendix 2 Year 2</p> <div style="border: 1px solid orange; background-color: #800080; color: white; padding: 5px;"> <p>POW</p> <p>Use phonetically plausible strategies to spell polysyllabic words</p> <p>Use suffixes to form nouns e.g. ness – sleepiness</p> <p>Use adjectives ending in ful, less, er, est</p> <p>Turn adjectives into adverbs – adding ly e.g. slowly</p> </div>
CEWs	To write some irregular common words.	<p>To spell all Y1 common exception words correctly.*</p> <p>To spell days of the week correctly.</p>	To spell most Y1 and Y2 common exception words correctly.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Prefixes and Suffixes</p>		<p>To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately.</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> <div data-bbox="862 304 1196 493" style="border: 1px solid orange; background-color: #0070C0; color: white; padding: 5px;"> <p>POW</p> <p>Use suffixes ing, ed, est</p> <p>Use prefix un</p> </div>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p> <p><u>The Spelling Book – Jane Considine</u></p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Further Spelling Conventions</p>		<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</p> <p><u>RWI Phonics</u> Set 1,2,3 sounds Ditties and Storybooks Get Writing</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</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> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p> <p><u>RWI Phonics</u> Set 1,2,3 sounds Storybooks Get Writing <u>The Spelling Book – Jane Considine</u></p>

Writing Transcription: Handwriting

	<p style="text-align: center;">Early Years</p> <p style="text-align: center;">30 – 50 months 40 – 60 months Early Learning Goals</p>	<p style="text-align: center;">Year 1</p>	<p style="text-align: center;">Year 2</p>
<p>Letter Formation, Placement and Positioning</p>	<p>To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two fingers and thumb, and use it with good control.</p> <p>To copy some letters, e.g. letters from their name.</p> <p>To give meaning to marks they make as they draw, write and paint.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing. To write simple sentences which can be read by themselves and others.</p> <p><u>The Write Stuff</u> Jane Considine's English Planning Tool</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <div data-bbox="869 635 1279 932" style="border: 1px solid blue; background-color: #0070C0; color: white; padding: 10px; margin: 10px 0;"> <p>POW</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Begin to form lower case letters in the correct direction starting and finishing in the right place</p> </div> <p><u>Letterjoin – Module 2</u> Pre-cursive- teaching fine and gross motor skills, how to sit correctly for handwriting using the tripod grip, the different letter families and how to write capital letters, printed letters, and numbers and symbols alongside cursive handwriting</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <div data-bbox="1514 523 1964 804" style="border: 1px solid purple; background-color: #800080; color: white; padding: 10px; margin: 10px 0;"> <p>POW</p> <p>Form lower case letters of the correct size in relation to other letters</p> <p>Start using some of the diagonal and horizontal strokes to join letters</p> </div> <p>To begin to use diagonal strokes needed to join letters</p> <p><u>Letterjoin – Module 3</u> Continuous Cursive – to increase fluency and speed of children's handwriting enabling them to form letters which are secure and correctly orientated.</p>

Writing: Composition

	Early Years 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2
Planning, Writing and editing	<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role play</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To link statements & to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</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 sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</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><i>The Write Stuff</i> Jane Considine's English Planning Tool</p> <div style="background-color: #0070C0; color: white; padding: 10px; border: 1px solid #0070C0;"> <p>POW</p> <p>Form short narratives/retell short recounts</p> <p>Include familiar storytelling language</p> <p>Order key events</p> </div>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To re-read to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p><i>The Write Stuff</i> Jane Considine's English Planning Tool</p> <div style="background-color: #800080; color: white; padding: 10px; border: 1px solid #800080;"> <p>Include the main features of a genre/text type.</p> <p>Include enough information and description to interest the reader</p> <p>Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction</p> <p>Group main ideas together</p> </div>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Awareness of audience, purpose and structure</p>	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p><u>The Write Stuff</u> Jane Considine's English Planning Tool</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p> <p><u>The Write Stuff</u> Jane Considine's English Planning Tool</p> <div data-bbox="862 464 1301 740" style="background-color: #0070C0; color: white; padding: 10px; border: 1px solid #0070C0;"> <p>POW</p> <p>Know the purpose and forms of some simple writing (labels, invitations, messages)</p> <p>Use relevant words for the topic/story</p> </div>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p><u>The Write Stuff</u> Jane Considine's English Planning Tool</p> <div data-bbox="1507 521 2000 1203" style="background-color: #800080; color: white; padding: 10px; border: 1px solid #800080;"> <p>POW</p> <p>Write whole texts that are interesting, engaging or thoughtful. Ideas are mostly suitable for a narrative.</p> <p>Sometimes the viewpoint is indicated by comments.</p> <p>Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount.</p> <p>Include the main features of a genre/text type</p> <p>Use rhyme for effect e.g. He was snoring and roaring.</p> <p>Use repetition in a basic way that follows story models e.g. run, run, as fast as you can.</p> </div>
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Writing: Vocabulary, Grammar and Punctuation

	Early Years 30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2
Sentence Construction and Tense	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To use simple sentence structures.</p> <p><i>The Write Stuff</i> Jane Considine's English Planning Tool</p> <div style="background-color: #0070C0; color: white; padding: 10px; border: 1px solid #0070C0;"> <p>POW</p> <p>Write in simple phrases and clauses</p> <p>Start sentences with pronoun I</p> <p>Start sentences with a name</p> <p>Start sentences in different ways</p> <p>Sometimes use the correct tense and maintain it</p> </div>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English</p> <p><i>The Write Stuff</i> Jane Considine's English Planning Tool</p> <p><i>RWI Language and Literacy</i></p> <div style="background-color: #800080; color: white; padding: 10px; border: 1px solid #800080;"> <p>Use sentences with different forms: statement, question, exclamation and command.</p> <p>Ask questions to the reader.</p> <p>Write sentences with adventurous adjectives.</p> <p>Write long sentences. Write short sentences.</p> <p>Use correct verb forms e.g. present; she is drumming, past; he was shouting.</p> <p>Apply correct tense across a piece of writing including progressive form to mark actions in progress e.g. they were jumping</p> </div>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Use of Phrases and Clauses</p>	<p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences</p> <p><i>The Write Stuff</i> Jane Considine's English Planning Tool</p> <div data-bbox="860 376 1350 571" style="background-color: #0070C0; color: white; padding: 10px; border: 1px solid #0070C0;"> <p>POW</p> <p>Use 'and' to join two words together</p> <p>Use 'and' to join to clauses together</p> </div>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify e.g. the blue butterfly</p> <p><i>The Write Stuff</i> Jane Considine's English Planning Tool</p> <div data-bbox="1509 440 2067 991" style="background-color: #800080; color: white; padding: 10px; border: 1px solid #800080;"> <p>Start sentences in different ways from a name or personal pronoun, e.g. One bright morning....</p> <p>Write compound sentences that include co-ordination e.g. or, and, but.</p> <p>Write complex sentences that include subordination e.g. when, if, that, because</p> <p>Include expanded noun phrases for description and specification e.g. The blue butterfly</p> <p>Begin sentences with an adverb/adverbial phrase and reposition in different places within the sentence e.g. 'ly' word, quickly</p> </div>
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Punctuation		<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> <p><u>The Write Stuff</u> Jane Considine's English Planning Tool</p> <div data-bbox="860 496 1267 772" style="border: 1px solid orange; background-color: #0070C0; color: white; padding: 5px;"> <p>POW</p> <p>Sometimes use capital letters, full stops, question marks and exclamation marks</p> <p>Use capital letters for names and the personal pronoun 'I'</p> </div>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p> <p><u>The Write Stuff</u> Jane Considine's English Planning Tool</p> <div data-bbox="1509 416 2069 852" style="border: 1px solid orange; background-color: #800080; color: white; padding: 5px;"> <p>Always use full stops.</p> <p>Use commas to separate items in a list.</p> <p>Use capital letters more than 50% of the time.</p> <p>Use apostrophes to mark missing letters in contracted forms e.g. I've, We'll.</p> <p>Use exclamation marks and question marks.</p> <p>Use the apostrophe to mark singular possession e.g. the girl's bag</p> </div>
Use of Terminology	<p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>	<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p> <div data-bbox="869 1043 1335 1256" style="border: 1px solid orange; background-color: #0070C0; color: white; padding: 5px;"> <p>POW</p> <p>Letter, Capital letter, Word, Singular, Plural, Punctuation, Full stop, Question mark, Exclamation mark</p> </div>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <div data-bbox="1509 1082 1995 1353" style="border: 1px solid orange; background-color: #800080; color: white; padding: 5px;"> <p>POW</p> <p>Noun, Noun Phrase, Statement Question, Exclamation, Command Compound, Suffix, Adjective, Adverb, Verb Tense (past, present) Apostrophe ,Comma</p> </div>

Context for writing		<p>Topics: <u>Topics:</u> <u>Autumn</u> – Paws, Claws, Whiskers <u>Spring</u> – Moon Zoom <u>Summer</u> – Out of Africa</p> <p>Key texts: <u>Narrative</u> Little Red Riding Hood by Tony Ross Billy and the Beast by Nadia Shireen How to be a Lion by Ed Vere The Bog Baby by Jeanne Willis The Fox and the Star by Coralie Bickford-Smith The Way Back Home by Oliver Jeffers The Marvellous Moon Map by Teresa Heapy Stardust by Jeanne Willis Once Upon a Star by James Carter Handa's Surprise by Eileen Browne Rhyming Text 1 Week Beegu by Alexis Deacon The Zebra Who Ran Too Fast by Jenni Desmond The Lion Inside by Rachel Bright The Ugly Five by Julia Donaldson</p> <p><u>Non-fiction</u> Hamsters Space Big Cats Elephant by Jennie Desmond Safari</p> <p>Animations: Robin, Robin by Aardman Monty the Penguin (John Lewis advert) National Storytelling Week (Pie Corbett oral story - Gingerbread Man Chinese NY Zodiac story</p> <p><u>Poetry:</u> Thinker: My Puppy Poet and Me by Eloise Greenfield Moon by Britta Teckentrup Chocolate Cake by Michael Rosen/Now We are Six by A.A. Milne</p>	<p><u>Topics:</u> <u>Autumn</u> – Dinosaurs <u>Spring</u> – Victorians <u>Summer</u> -</p> <p><u>Narrative:</u> Little Red Riding Hood – Bethan Woolvin The Nightbox – Louise Gregg Stardust – Jeannie Willis The Building Boy – Ross Montgomery/David Litchfield Meercat Mail – Emily Gravett The Twits – Roald Dahl</p> <p><u>Non-fiction:</u> Dinosaurs The Victorians Grace Darling – Biography and letter Planting a seed- Instrucions The Great Fire of London Plants</p> <p><u>Animations</u> Poppies CBBC The Supporting Act</p> <p><u>Poetry:</u> Poems to perform – Julia Donaldson collection by various poets The Owl and the Pussy Cat – Edward Lear The further adventures of the Owl and the Pussy cat – Julia Donaldson</p>
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