

Uplands Infant School Writing Progression Map

Intent

Our aim at Uplands Infant school is to help children develop into articulate and imaginative communicators, who are well-equipped with the foundation skills they need to be successful writers.

Through their learning journey, children learn to write for a range of purposes and a range of audiences. In both EYFS and KS1, we help to develop the children's oracy and spoken language so that they have the vocabulary and grammar skills orally before they begin to write. It is our intention that children write with increasing grammatical accuracy and punctuation and that they apply their phonic knowledge when spelling. We also place a strong emphasis on developing fine motor skills, correct pencil grip and accurate letter formation, ensuring that children build the foundations for fluent, legible handwriting. We expose children to a wide range of vocabulary so they have an increasing bank of words and they are able to use this vocabulary when writing. Children are encouraged to always take pride in their writing too. All children are provided with many opportunities to develop and apply their writing skills across the curriculum.

Implementation

The EYFS Framework is used to inform the planning and delivery of writing for the children in the EYFS. In the initial stages of EYFS, children are encouraged to mark make and give meaning to those marks that they make. Children work with teachers and support staff to develop their gross and fine motor skills which are the crucial foundation blocks to writing. Then in the Reception classes, when the children begin to learn grapheme phoneme correspondence, they are taught the correct letter formations. As the year progresses, children use the phonics which they have learnt to write words and sentences and they are supported with their writing by the teacher, in a small guided group. As well as this, the children are encouraged to write independently and practice these new skills in their play, throughout the continuous provision on offer in their classroom.

In Key Stage 1 the National Curriculum is used to inform the planning and delivery of the writing curriculum. Writing is taught explicitly in daily literacy lessons supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning and progression for all children.

We provide children with the necessary literacy tools to be able to write a range of text types with clarity and engagement for the reader. Our literacy lessons are taught through the use of high quality texts, which the children explore and use to inspire them for their own writing. As well as writing inspiration, the chosen text provides a wealth of reading, drama, and speaking and listening opportunities. Other writing opportunities are closely linked to first hand experiences such as visits, visitors, celebrations and events. Teachers model the process of writing within every literacy unit so that children understand the thought process behind writing. During this process, teachers think out loud, edit and demonstrate how and why they have structured their writing in the way that they have. Within a lesson, the teacher will build up the writing with the children through a modelled or shared piece of writing and use this to address specific focuses. Grammar, punctuation and spelling strategies (including phonics) are both discreetly taught and interwoven into the children's learning. The children are then given the opportunity to write themselves, whether this is with the teacher, in a small

guided group or working independently. The children have access to a number of useful writing resources, such as, sound mats and high frequency word mats when they are writing. These resources enable the children to access the scaffolds they need to write confidently and with accuracy. Handwriting is taught explicitly and there are high expectations for handwriting and presentation in children's books. The spelling of 'Common Exception Words' is taught outside of literacy lessons. Children are encouraged to look for the 'tricky' part of the word and this is highlighted with them to discuss. Ongoing assessments and dialogues with children take place daily in the classroom as the children are completing their work. These inform teachers of pupils' next steps and successes and help them to inform their future planning. Interventions on specific areas of weakness and areas to improve upon happen during feedback in lessons to the children.

Impact

By the end of Key Stage 1, the children are confident, independent writers who enjoy writing and creating pieces of work that they delight in talking about and sharing with others. Children are able to apply their writing skills, enabling them to write to a good standard across all areas of the curriculum. The children are able to write for a variety of purposes.

Attainment in writing is measured consistently throughout the year. At the three assessment checkpoints, progress is tracked using Progression statements which have been taken from the National Curriculum. At the end of each year we expect the majority of children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Ongoing assessment ensures that children who have gaps in their knowledge receive appropriate support and intervention. Moderation of children's writing takes place within year groups to quality assure judgements made. These are either in house, or as part of a triad of local schools. At the end of Key Stage 1, the teachers in Year 2 assess a selection of pieces of writing, using this to inform reported Teacher assessment judgements. Exemplification materials are also used to support judgements.

Monitoring of the teaching and learning of writing takes place using lesson observations, work scrutinies, professional dialogue and pupil interviews. Where areas for development are identified, a support structure is put in place that include subject leader support with planning, creating appropriate resources and team teaching. Areas for CPD are identified during the monitoring process too.

Children move on from us well prepared for the next stage in their learning.

Experience for all children

- Visual literacy experiences, using a variety of films and books to stimulate and inspire writing.
- First hand experiences and trips to inspire writing. For example, visits to Birdland, Botanical Gardens, Attenborough Arts, places of worship and the farm.
- Writing for real life purposes
- Drama and role-play

Writing: Progression of Skills						
	EYFS				KS1	
	Pre-Nursery	Nursery	Reception	Early Learning Goal	Year 1	Year 2
Handwriting	• I can explore marks using my fingers, hands and a range of materials. • I enjoy making marks and noticing the marks I make. • I can develop gross motor movements such as reaching, pushing, pulling and waving. • I am beginning to strengthen my hands through play activities.	• I can use large movements to wave flags and streamers, paint and make marks. • I can use one-handed tools and equipment, for example, making snips in paper with scissors. • I can use a comfortable grip with good control when holding pens and pencils. • I show a preference for a dominant hand. • I can write some letters accurately.	• I can develop my small motor skills so that I can use a range of tools competently, safely and confidently. For example, I can use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • I can develop the foundations of a handwriting style which is fast, accurate and efficient. • I can form lower case and capital letters correctly.	• I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • I can write recognisable letters, most of which are correctly formed.	• I can sit correctly at a table, holding a pencil comfortably and correctly I am beginning to form lower-case letters in the correct direction, starting and finishing in the right place • I can form capital letters I can form digits 0-9 • I understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	• I can form lower-case letters of the correct size relative to one another • I am starting to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • I can use spacing between words that reflects the size of the letters

Spelling	• I can show an interest in books, signs and environmental print. • I can make marks that carry meaning for me. • I am beginning to recognise my own name and familiar symbols.	• I can use some of my print and letter knowledge in my early writing. For example: I can write a pretend shopping list that starts at the top of the page; I can write 'm' for mummy • I can write some or all of my name	• I can spell words by identifying the sounds and then writing the sound with the letter/s • I can write short sentences with known letter-sound correspondences using a capital letter and a full stop.	• I can spell words by identifying sounds in them and representing the sounds with a letter or letters • I can write simple phrases and sentences that can be read by others.	• I can spell words containing each of the 40+ phonemes already taught • I can spell common exception words • I can spell the days of the week • I can name the letters of the alphabet • I can name the letters of the alphabet in order • I can letter names to distinguish between alternative spellings of the same sound • I can add prefixes and suffixes: • I can use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs I can use the prefix un– • I can use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example,	• I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • I am 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 • I can spell common exception words • I can spell more words with contracted forms • I can use the possessive apostrophe (singular) [for example, the girl's book] • I can distinguish between
----------	---	---	---	--	--	--

					helping, helped, helper, eating, quicker, quickest] I can apply simple spelling rules and guidance, as listed in English Appendix 1 • I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	homophones and near homophones • I can add suffixes to spell longer words, including ment, –ness, –ful, –less, ly I can apply spelling rules and guidance, as listed in English Appendix 1 • I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Writing: Composition Planning, writing and editing	• I can join in with songs, rhymes and stories. • I can communicate wants, needs and ideas through gestures, sounds and words. • I enjoy looking at books with adults and talking about	• I know many rhymes • I can talk about familiar books • I can tell a long story • I can engage in extended conversations about stories, and learn new vocabulary • I can write some or all of my name • I am beginning to	• I learn new vocabulary • I can articulate my ideas and thoughts in well-formed sentences • I can describe events in some detail • I use talk to help work out problems and organise	• I can write simple phrases and sentences that can be read by others • I can invent, adapt and recount narratives and stories with peers and teachers • I can participate in small group, class and one to one	• I can write sentences by: -saying out loud what I am going to write about or composing a sentence orally before writing it • I can sequence sentences to form short narratives • I can re-read what I have written to check that it makes sense	• I am developing positive attitudes towards and stamina for writing by: - writing narratives about personal experiences and those of others (real and fictional) writing about real events

	pictures. • I can engage in simple pretend play.	develop complex stories using small world equipment, like animal sets, dolls and dolls houses etc.	thinking and activities. I can explain how things work and why they might happen. • I can listen to and talk about stories to build familiarity with the text; some as exact repetition and some in my own words. • I use new vocabulary in different contexts. • I can re-read what I have written to check it makes sense. • I can develop storylines in my pretend play.	discussion, offering my own ideas, using recently introduced vocabulary • I can offer explanations for why things happen, making use of introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and make use of conjunctions, with modelling and support from my teacher.	• I can discuss what I have written with the teacher or other pupils • I can read aloud my writing clearly enough to be heard by my peers and the teacher.	- writing poetry - writing for different purposes • I consider what I am going to write before beginning by: - planning or saying out loud what I am going to write about or writing down ideas and/or key words, including new vocabulary or encapsulating what I want to say, sentence by sentence • I can make simple additions, revisions and corrections to my own writing by: - evaluating my writing with the teacher and other pupils - re-reading to check that my writing makes sense and that verbs to indicate time are used
--	---	---	---	--	---	--

						correctly and consistently, including verbs in the continuous form -proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] •I read aloud what I have written with appropriate intonation to make the meaning clear.
Vocabulary, grammar and punctuation	• I can listen and respond to familiar words and simple instructions. • I am beginning to use single words and short phrases to communicate. • I can name familiar objects and people. • I enjoy sharing songs, rhymes and conversations with others.	•I understand 'why' questions, like; 'Why do you think the caterpillar got so fat?' •I can develop my communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for ran, 'swimmed' for swam. •I can use longer sentences of four or six words.	•I can use a wider range of vocabulary •I am able to express my point of view and •I can debate when I agree with an adult or a friend, using words as well as actions. •I can start a conversation with an adult or friend and continue it for many turns. •I use talk to organise myself and		•I am developing my understanding of the concepts set out in English Appendix 2 •I can leave spaces between words •I can join words and join clauses using and •I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark •I can use a capital	•I am developing my understanding of the concepts set out in English Appendix 2 •I am learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation

			my play. For example, "Let's go on a bus...you sit there...I'll be the driver." •I learn new vocabulary •I use new vocabulary throughout the day •I can describe events in some detail. •I can develop social phrases. •I use new vocabulary in different contexts. •I can use new vocabulary throughout the day •I can articulate my ideas and thoughts in well- formed sentences. •I can connect one idea or action to another using a range of connectives.		letter for names of people, places, the days of the week, and the personal pronoun 'I' •I am learning the grammar for year 1 in English Appendix 2 •I can use the grammatical terminology in English Appendix 2 when discussing my writing.	marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) •I can use sentences with different forms: statement, question, exclamation, command •I can use expanded noun phrases to describe and specify [for example, the blue butterfly] •I can use the present and past tenses correctly and consistently including the progressive form •I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or
--	--	--	--	--	---	--

						but) •I can use the grammar for year 2 in English Appendix 2 •I can use some features of written Standard English •I can use and understand the grammatical terminology in English Appendix 2 when discussing my writing.
--	--	--	--	--	--	--

Grammatical Terminology	EYFS	Year 1	Year 2
	Letter, capital letter, sound, word, sentence, capital letter, full stop, story, poem, spell, write, blend, alphabet, read	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma