



Writing- Transcription



Reception and Key Stage One Progression of Skills

National Curriculum	EYFS	Year 1	Year 2	Year 3
	The statements below are from Development Matters. Follow this link for more information.	Children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. They write clearly, accurately, coherently, adapting their language and style in and for a range of contexts, purposes and audiences. For more information on the Reading National Curriculum click here (Year 1- page 19, Year 2- page 26 and Year 3 and 4- page 33).		
	EYFS	Year 1	Year 2	Year 3
Spelling	Use phonic knowledge from Phases 2-5 to segment and spell words including those containing adjacent consonants and some polysyllabic words. Some words are correct and others are phonetically plausible.	Use phonic knowledge taught up to Phase 5 to write words including some polysyllabic words and compound words. Some words are correct and many others are phonetically plausible.	Use knowledge of phonics and spelling patterns taught up to Phase 6 to write words including some polysyllabic words.	Use knowledge of phonics and spelling patterns taught up to year 3 to spell words.
	Spell some EYFS ‘HRS words’.	Know the vowels and consonants.	Many words are correct and others are phonetically plausible.	Use understanding of word families, including root words.
	Spell their first name correctly using a capital letter to start.	Separate words into syllables to spell.	Spell many of the Year 2 common exception words, contractions e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll and common homophones/ near homophones e.g. sea/see; their/there; here/hear; to/too/two.	Spell more unusual single-syllable homophones or near homophones e.g. great/ grate, rein/ reign.
		Spell most of the words in the Year 1 HRS list and the days of the week (with a capital letter to start).		Spell some words from the Year 3/4 statutory word list correctly.
	Nouns			
	Speaking: Form words that are plural nouns by adding – s.	Spell regular plural noun suffixes (eg dog>dogs, wish>wishes).	Form nouns using suffixes such as –ment, -tion, –ness, –er.	Begin to form nouns using a range of prefixes (for example super–, anti–, auto–).
		Write proper nouns with capitals (e.g. days of week, names).	Formation of nouns by compounding (e.g. whiteboard, superman)	
		Read words containing –s, –es, endings (including change to root).		
	Verbs, adverbs and adjectives			
	Speaking: Form words that are adjectives by adding ‘- er’ (longer, thicker), or verbs by adding ‘-ing’ (quacking, going).	Spell suffixes that can be added to verbs where no change is needed in the spelling (e.g. helping, helped, helper).	Spell adjectives using suffixes such as –ful, –less	Spell word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble).
		How the prefix un–changes the meaning of verbs and adjectives (e.g. unkind).	Use the suffixes –er, –est in adjectives.	Spell words with 'negative' suffixes e.g. mis-, dis-.
		Read words containing –s, –es, –ing, –ed, –er and –est endings (including change to root).	Use –ly in Standard English to turn adjectives into adverbs.	

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			Use knowledge of adjectives when making correct choice of spelling, e.g. adjectives which end in /l/sound are mostly spelt ‘-al’.	
	Standard English			
	Speaking: Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Read back words they have spelt.	Use some features of written Standard English.	Use the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box).
	Writing: To write simple sentences which can be read by themselves and others.	Re-read what they have written to check that it make sense.	Make correct choice and consistent use of present tense and past tense throughout writing.	
		Misspellings of words that pupils have been taught to spell should be corrected. Spell CEW accurately.	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.	
		Use letter names to distinguish between alternative spellings of the same sound.		
	EYFS	Year 1	Year 2	Year 3
Handwriting	To follow the Letter-join approach of teaching.			
	Hold pencil using a tripod grip.	Hold pencil using correct dynamic tripod grip, with movement mainly from the fingers.	Write all capital and lower-case letters and digits 0-9 with correct formation, orientation and correct size relative to one another.	Write legibly and consistently.
	Can write sitting at a table with good posture.	Show correct posture when writing with paper slanted appropriately.	Use spacing between words that reflects the size of the letters.	Join handwriting, knowing which letters are best left unjoined.
	Write recognisable capital and lower-case letters, most of which are correctly formed, attempting the Letter join font.	Write all capital and lower-case letters and digits 0-9 correctly.	Place letters on lines consistently and use the length of the whole line to write when appropriate.	
	Use spacing between many words and to recognise where a space has been missed out.	Place letters on lines mostly correctly.	Begin to join handwriting, knowing which letters are best left unjoined.	
		Use spaces consistently between words.		