



Curriculum Skills and Progression Map

English - Writing

	Spelling	Handwriting	Composition	Grammar and Punctuation
Early Years Foundation Stage	<p>Literacy</p> <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. 	<p>Physical Development</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>Literacy</p> <ul style="list-style-type: none"> Form lower case and capital letters correctly. <p>Early Learning Goal</p> <p>Physical Development - Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases <p>Literacy - Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most 	<p>Planning, Writing and Editing</p> <p>Communication and Language</p> <ul style="list-style-type: none"> Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Literacy</p> <ul style="list-style-type: none"> Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the 	<p>Sentence Construction and Tense</p> <p>Communication and Language</p> <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. <p>Early Learning Goal</p> <p>Communication and Language – Speaking</p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses, and making use of conjunctions with modelling and support from the teacher. <p>Use of Phrases and Clauses</p> <p>Communication and Language</p> <ul style="list-style-type: none"> Articulate their ideas and

		<p>of which are correctly formed</p>	<p>sound with the letter/s.</p> <ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play. <p>Early Learning Goal</p> <p>Literacy – Writing</p> <ul style="list-style-type: none"> • 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. <p>Expressive Art and Design – Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt, and recount narratives and stories with peers and teachers. <p><u>Awareness of Audience , Purpose and Structure</u></p> <p>Communication and Language</p> <ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. 	<p>thoughts in well-formed sentences.</p> <ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives. <p>Early Learning Goal</p> <p>Communication and Language - Speaking</p> <ul style="list-style-type: none"> • Express their ideas and feelings about their experiences using full sentences, including the use of past, present, and future tenses, and making use of conjunctions with modelling and support from the teacher. <p><u>Poetry and Performance</u></p> <p>Communication and Language</p> <ul style="list-style-type: none"> • Engage in story times. • Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems, and songs. <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. <p>Early Learning Goal</p> <p>Literacy - Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
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Year 1	<ul style="list-style-type: none"> • To accurately spell most words containing the 40+ previously taught phonemes and GPCs • To spell some words in a phonically plausible way, even if sometimes incorrect. • To apply Y1 spelling rules and guidance such as adding -s and -es to words, adding the endings -ing, -ed and -er, adding -er and -est • To spell all Y1 common exception words correctly • To spell days of the week correctly. 	<ul style="list-style-type: none"> • Form all letters consistently in both upper and lowercase in the right direction. • Understand which letters belong to which family (long, tall, and small) • Sit all letters on the line with correct orientation and spacing that reflects the size of the letters. 	<ul style="list-style-type: none"> • To say out loud what they are going to write about. • To compose a sentence orally before writing it. • To sequence sentences to form short narratives. • To discuss what they have written with the teacher or other pupils. • To reread their writing to check that it makes sense and to independently begin to make changes. • To read their writing aloud clearly enough to be heard by their peers and the teacher. • To use several simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. • To start to engage readers by using adjectives to describe. 	<ul style="list-style-type: none"> • To use simple sentence structures. • To use the joining word (conjunction) 'and' to link ideas and sentences. • To begin to form simple compound sentences. • To use capital letters for names, places, the days of the week and the personal pronoun 'I'. • To use finger spaces. • To use full stops to end sentences. • To begin to use question marks and exclamation marks. • To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.
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Year 2	<ul style="list-style-type: none"> • 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. • 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. • To apply further Y2 spelling rules and guidance • To spell most Y1 and Y2 common exception words correctly • To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly • To spell more words with contracted forms 	<ul style="list-style-type: none"> • Forms all lowercase letters cursively with correct size and direction in relation to each other. • Understands not to join capital letters to other letters. • Begins to join letters with a continuous cursive style. 	<ul style="list-style-type: none"> • To write narratives about personal experiences and those of others (real and fictional). • To write about real events. • To write simple poetry. • To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary • To encapsulate what they want to say, sentence by sentence. • To make simple additions, revisions, and corrections to their own writing by evaluating their writing with the teacher and other pupils. • To reread to check that their writing makes sense and that the correct tense is used throughout. • To proofread to check for errors in spelling, grammar, and punctuation (e.g., to check that the ends of sentences are punctuated correctly). • To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. 	<ul style="list-style-type: none"> • To use the present tense and the past tense mostly correctly and consistently. • To form sentences with different forms: statement, question, exclamation, command. • To use some features of written Standard English. • To using co-ordination (or/and/but). • To use some subordination (when/if/ that/because). • To use expanded noun phrases to describe and specify (e.g., the blue butterfly) • To use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. • To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense,
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			<ul style="list-style-type: none">• To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.• To read aloud what they have written with appropriate intonation to make the meaning clear.	past tense, apostrophe, and comma.
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