

Year R Term 1 English- Writing Progression Document (To be used alongside phonics progression document)

Spelling	Handwriting	Punctuation	Grammar/Vocabulary
<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> Recognise environmental print and their own name, linking print to meaning. Read the tricky words I, to, the, he, she, me, we, be, a Write the tricky words I, to the Hear and spell phonetically plausible VC/CVC words * Apply initial and final sounds to write words using known sounds 	<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> Sit with the correct posture for handwriting: straight back, head off the desk, tidy feet – flat on the floor, develop a comfortable tripod pencil grip Demonstrate control through gross and fine motor skills Know how the form the letters that make up their name Practice the starting shapes for the letter families. 	<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> Write their own name using a capital letter Demonstrate an understanding of the spaces between words * 	<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> Use 'and' when constructing oral ideas Orally use a range of tenses Select appropriate and effective vocabulary Use repeated refrains from stories
<p>Composition... Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> Orally construct a grammatically correct sentence, to explain ideas and connect thoughts Begin to break the flow of speech into words Orally recount an experience Narrative – retell a known story Invent own compositions although writing will need mediation 			<p>Terminology:</p> <p>and rhyme grapheme letter word</p>

* This can be demonstrated through magnetic letters/cutting and sticking activities.

Year R Term 2 English- Writing Progression Document (To be used alongside phonics progression document)

Spelling	Handwriting	Punctuation	Grammar/Vocabulary
<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sounds and letter/s (initial medial and final) * • Read the tricky words no, go, so ,you, said, come, some, have, my • Write the tricky words he, we, be, me, she • Spell CVC words * • Listen carefully to rhymes and songs paying attention to how they sound • Write a rhyming string • Write a simple caption, applying initial, medial and final sounds. 	<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> • Continue to sit with the correct posture for handwriting: straight back, head off the desk, tidy feet – flat on the floor, develop a comfortable tripod pencil grip • Show a preference for a dominant hand • Demonstrate control through gross and fine motor skills • Form lower case letters correctly • Developing fluency of letter formation 	<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> • Write their own name using a capital letter • Show an awareness of capital letters and full stops to construct own sentences * • Begin to break the flow of letters into words using finger spaces * 	<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> • Use 'and' and 'because' when constructing oral ideas • Orally use a range of tenses • Use talk to help work out problems and organise thinking • Use and understand recently introduced vocabulary • Use sequencing words (before, after, next)
<p>Composition... Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> • Write labels using finger spaces • Write lists • Write captions using finger spaces, capital letters and full stops • Orally rehearse familiar and imaginative stories • Articulate their ideas and thoughts through well- formed sentences • Write a sentence that conveys meaning • Arrange writing going from left to right, top to bottom. <p><i>* This can be demonstrated through magnetic letters/cutting and sticking activities.</i></p>			<p>Terminology:</p> <p>and rhyme grapheme letter word capital because sentence full stop finger space</p>

Year R Term 3 English- Writing Progression Document (To be used alongside phonics progression document)

Spelling	Handwriting	Punctuation	Grammar/Vocabulary
<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> • Use phonetic knowledge to write words in ways which match their spoken sounds and be able to read their work back to an adult • Read the tricky words said, come, some, have, my, do, was, are, they, there, were, one, by, is, his • Write the tricky words my, you, no, go, so • Write sentences where some words are spelt correctly • Spell polysyllabic and compound words by identifying the sounds and writing the corresponding grapheme. • Spell CVCC, CCVC and CCVCC words. 	<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably to form recognisable letters which are correctly orientated and formed • Form lower case and capital letters correctly • Sequence letters to make phonically plausible words that can be read by an adult. • Know how the form the letters that make up their name • Ascenders and descenders to become clear (Majority to be writing on lined paper) 	<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> • Write simple sentences/phrases that are usually demarcated by finger spaces and use a capital letter and full stop. • Write a series of sentences that flow on from each other. 	<p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> • Use 'and' and 'because' when writing a sentence • Use past, present and future tenses accurately (speaking). • Use some ambitious vocabulary appropriately. • Use phrase from stories in retelling 'Once upon a time, when suddenly...'
<p>Composition...</p> <p>Pupils should be given the opportunity to:</p> <ul style="list-style-type: none"> • Write a simple retelling of a story using connected sentences • Write a set of simple instructions that are in sequence • Write a letter • Express ideas and feelings in writing • Include character names in narrative and topic words in non-fiction (From word banks) 			<p>Terminology:</p> <p>capital letter because sentence full stop finger space adjective</p>