

# Writing Progression EYFS and Key Stage 1

	EYFS	Year 1	Year 2
<b>How writing is taught/marked</b>	<p>Children in EYFS are provided with a curriculum which is based, where possible, on the children's interests. Children are provided with lots of opportunities for mark making and writing within the continuous provision, both indoors and outdoors. Children are also encouraged to write independently using their 'Jotter books', following their own interests and writing purposes.</p> <p>During guided writing tasks, children are engaged with a stimulating topic or hook, linking with experiences had/given to the children. Speaking and listening skills are an integral part of early writing skills in EYFS, so children are supported to verbally formulate and share their ideas as a lead up to writing.</p>	<p>Children in KS1 are supported to write for a range of purposes across a range of genres. Children will be introduced to writing with a stimulating topic or hook, building upon the children's interests (where possible). Children will be exposed to a range of 'lead up' tasks which will develop language, vocabulary and comprehension skills. This learning journey will provide them with strategies to support with their writing.</p> <p>Where appropriate, children will be supported to plan their writing. This may be verbally, using a planning frame or a familiar structure. Children will be encouraged to share ideas and 'magpie' vocabulary for their writing, through the use of teacher modelling and peer support.</p> <p>After this learning journey, children should feel confident to write their ideas with the appropriate support and scaffolding. Children will be encouraged to write independently using the learning tools and resources available to them in their classroom e.g. sound mats, word walls etc. Support may be given during a shared or guided write. Feedback (verbal or written) should be given to children during the writing process so that children can continuously reflect on their writing. This should enable children to become more self-reflective and confident in up-levelling and correctly their own work.</p> <p>As a result of teacher feedback, children should be aware of their achievements in writing and what their next steps are, in relation to YGES where appropriate. Children should be given time to reflect on their writing and, where appropriate, edit their work following the marking scheme. Children in EYFS and KS1 need to be taught these editing skills and supported to edit correctly. Children may also be given</p>	

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		support to redraft part of their work or be given further extension tasks e.g. to write for a different purpose/audience etc.	
<b>Key Vocabulary for children</b>	<p>fiction/non-fiction, story, recount, poem, rhyme, label</p> <p>lower case letters, capital letters</p> <p>sentence, question</p>	<p>heading, title</p> <p>conjunction, adjectives, verbs</p>	<p>statement, exclamation, command</p> <p>subordination, co-ordination</p>
<b>Word of the Day</b>	How does each year group implement word of the day? How are words chosen?		
<b>Handwriting</b>	<p><b>Physical Development (Movement and Handling) ELG:</b> children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.</p>	<p>Children <b>sit correctly at a table, holding a pencil comfortably and correctly.</b></p> <p>Children <b>begin to form lower-case letters</b> in the <b>correct</b> direction, starting and finishing in the right place. They understand which letters belong to which <b>handwriting 'families'</b> and practise these.</p> <p>Children form <b>capital letters.</b></p> <p>Children form <b>digits 0 - 9</b></p>	<p>Children form <b>lower case</b> letters of the <b>correct size relative to one another.</b></p> <p>Children start using <b>some</b> of the <b>diagonal and horizontal strokes</b> needed to join letters and understand which letters, when adjacent to one another, are best joined.</p> <p>Children write <b>capital letters and digits of the correct size, orientation and relationship</b> to one another and to lower case letters.</p> <p>Children use spacing between words that reflects the size of the letters.</p>

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<b>Text types covered</b>	<p><b>Fiction:</b> orally retelling and sequencing stories, character description, fairy tales, traditional tales, dilemma</p> <p><b>Non-fiction:</b> early writing skills (name writing, letter and word formation), labelling, lists, letter, card, recount, description, non-chronological report</p> <p><b>Poetry:</b> identifying rhyme, visual poetry</p>	<p><b>Fiction:</b> character description, setting description, familiar settings, fantasy, adventure</p> <p><b>Non-fiction:</b> recount, instructions, non-chronological report, explanation, persuasion (poster), letter, biography</p> <p><b>Poetry:</b> identifying rhyme, free verse, structured poems</p>	<p><b>Fiction:</b> character description, setting description, tradition tales, familiar setting, comic books, adventure</p> <p><b>Non-fiction:</b> non-chronological report, diary, recount, explanation, persuasion (letter)</p> <p><b>Poetry:</b> free verse</p>
<b>Sentence types/structure</b>	<p><b>Simple sentences</b></p> <p>EXT: using 'and' to join ideas.</p>	<p><b>Sentences (clearly demarcated)</b></p> <p>Using <b>conjunctions</b> to join ideas (e.g. and, so, but).</p> <p>Use standard forms of <b>verbs</b> e.g. go/went.</p> <p>Using <b>adjectives</b> to describe.</p>	<p><b>Statement, question, exclamation, command</b></p> <p>Using <b>expanded noun phrases</b>.</p> <p>Using <b>connectives, co-ordination, subordination and conjunctions</b>.</p> <p>Using the <b>correct and consistent use of tense</b> (including verb tenses)</p>
<b>Transcription</b>	Children write simple sentences, writing words which match their spoken sounds and including some common irregular words.	Children write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	
<b>Cohesion</b>	<p><b>Writing ELG:</b> Children write sentences which can be read by themselves and others.</p> <p><b>Speaking ELG:</b> Children express themselves effectively, showing awareness</p>	<p>Children learn how to <b>sequence sentences</b> to form short narratives.</p> <p>Children begin to write under <b>headings</b>.</p>	<p>Children use the correct choice and <b>consistent use</b> of present and past <b>tense</b> throughout writing.</p> <p>Children write under <b>headings</b>.</p>

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	of listeners' needs. They develop their own narratives and explanation by connecting ideas of events.		
<b>Composition</b>			
Planning	<p>With adult support, <b>children will be encouraged to say each word/their sentence aloud</b> before writing it.</p> <p><i>Methods of planning in EYFS?</i></p>	<p>Children will <b>compose a sentence orally</b> before writing it.</p> <p><i>Planning frames such as story maps/plot points are used in small steps to help children structure their ideas. Children may plan and write one part of a narrative before moving on to the next part of their story.</i></p>	<p>Children should consider what they are going to write before beginning by <b>planning, writing ideas down (including key words and vocabulary)</b> and encapsulating what they want to say.</p> <p><i>What planning frames are used?</i></p>
Writing	<p><b>Speaking ELG:</b> Children develop their own narratives and explanation by connecting ideas of events.</p> <p><b>Writing ELG:</b> Children write sentences which can be read by themselves and others.</p>	<p>Children sequence sentences to form <b>short narratives</b>.</p> <p>Children explore using adjectives to describe and using conjunctions when writing in <b>non-fiction contexts</b>.</p>	<p>Children write <b>narratives about personal experiences and those of others (real and fictional)</b>.</p> <p><b>Children explore writing for different purposes</b>, including writing poetry.</p>
Editing/redrafting	<p>Children are <b>encouraged to read what they have written</b> back to an adult. They will be <b>supported to self-assess</b> their writing to ensure that they have included capital letters, finger spaces and full stops. Writing will be edited using a</p>	<p>Children <b>re-read</b> what they have written to <b>check that it makes sense</b>.</p> <p>Children will be taught to <b>self-assess</b> their writing <b>using a given success criteria</b>. Children will follow <b>coded marking to edit</b> their writing using a</p>	<p>Children re-read their writing to check that it makes sense and that verbs to indicate time are used correctly and consistently.</p> <p>Children become more confident at proof reading to check for SPaG errors.</p>

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	<p>purple pencil from the Spring term (including up to 3 spelling errors).</p>	<p>purple pen (including up to 3 spelling errors).</p> <p>Children will be <b>supported to redraft</b> parts of their writing, where appropriate.</p>	<p>Children will be taught to <b>self-assess</b> their writing <b>using a given success criteria</b>. Children will follow <b>coded marking to edit</b> their writing using a purple pen (including up to 3 spelling errors).</p> <p>Children will be <b>supported to redraft</b> parts of their writing, where appropriate</p>
Performance	<p><b>ELG Speaking:</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events...</p> <p><b>ELG Writing:</b> Children write sentences which can be read by themselves and others.</p> <p><i>In EYFS, children are given lots of opportunities to express themselves verbally with ideas often being scribed by an adult.</i></p>	<p>Children <b>read aloud</b> their writing clearly enough to be <b>heard by their peers and the teacher</b>.</p>	<p>Children <b>read aloud</b> what they have written <b>with appropriate intonation</b> to make the meaning clear.</p>