



English Writing Learning Progression for F2, Y1 and Y2



Difference



Communication



Creativity



Kindness

	F2	Y1	Y2
NC Programme of study:	<p>Communication and language development This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves. Literacy- This involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wide range of reading materials such as books, poems, and other written materials to ignite their interest.</p>	<p>The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: transcription (spelling and handwriting) composition (articulating ideas and structuring them in speech and writing).</p> <p>It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.</p> <p>Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.</p> <p>Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.</p> <p>Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons.</p> <p>Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching</p>	

I know:



<p>Transcription</p>	<p>Writing</p> <p>Uses their phonic knowledge to write words in ways which match their spoken sounds</p> <p>-Can write some irregular common words</p> <p>-When writing, some words are spelt correctly and others are phonetically plausible</p>	<p>-Spell: words containing each of the 40+ phonemes already taught.</p> <p>- Spell: common exception words.</p> <p>- Spell: the days of the week.</p> <p>- Name the letters of the alphabet: naming the letters of the alphabet in order.</p> <p>- Name the letters of the alphabet: using letter names to distinguish between alternative spellings of the same sound.</p> <p>- Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>- Add prefixes and suffixes: using the prefix un–</p> <p>- Add prefixes and suffixes: using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</p> <p>- Apply simple spelling rules and guidance, as listed in English appendix 1.</p> <p>- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>-Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>-Spell by 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.</p> <p>-Spell by learning to spell common exception words.</p> <p>-Spell by learning to spell more words with contracted forms.</p> <p>- Spell by learning the possessive apostrophe (singular) [for example, the girl’s book].</p> <p>- Spell by distinguishing between homophones and near-homophones.</p> <p>-Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly.</p> <p>-Apply spelling rules and guidance, as listed in English Appendix 1</p> <p>- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
<p>Handwriting and presentation</p>	<p>Physical development</p> <p>- Show good control and co-ordination in large and small movements</p> <p>-Moves confidently in a range of ways, safely negotiating space</p> <p>- Handle equipment and tools effectively</p> <p>- Hold a pencil effectively for writing</p>	<p>-Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>-Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>- Form lower-case letters of the correct size relative to one another.</p> <p>- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>- Use spacing between words that reflects the size of the letters.</p>



<p>Composition</p>	<p>Writing</p> <p>-Writes simple sentences which can be read by themselves and others</p>	<ul style="list-style-type: none"> -Write sentences by: saying out loud what they are going to write about. - Write sentences by: composing a sentence orally before writing it. - Write sentences by: sequencing sentences to form short narratives. - Write sentences by: re-reading what they have written to check that it makes sense. - Discuss what they have written with the teacher or other pupils. - Read their writing aloud, clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> -Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). -Develop positive attitudes towards and stamina for writing by writing about real events. - Develop positive attitudes towards and stamina for writing by writing poetry. - Develop positive attitudes towards and stamina for writing for different purposes. - Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. - Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. - Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence. - Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. -Make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. - Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. -Read aloud what they have written with appropriate intonation to make the meaning clear.
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- Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words.
- Develop their understanding of the concepts set out in English Appendix 2 by: joining words and joining clauses using 'and'.
- Develop their understanding of the concepts set out in English Appendix 2 by: beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Develop their understanding of the concepts set out in English Appendix 2 by: using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
- Develop their understanding of the concepts set out in English Appendix 2 by: learning the grammar for year 1 in English Appendix 2.
- Use the grammatical terminology in English Appendix 2 in discussing their writing.

- Develop their understanding of the concepts set out in English Appendix 2 by learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
- Learn how to use sentences with different forms: statement, question, exclamation, command.
- Learn how to expand noun phrases to describe and specify [for example, the blue butterfly] use sentences with different forms: statement, question, exclamation, command.
- Learn how to use the present and past tenses correctly and consistently including the progressive form.
- Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
- Learn how to use grammar for year 2 in English Appendix 2
- Learn how to use some features of written Standard English
- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.



Listening and attention:

- Listens attentively in a range of situations
- Listens to stories, accurately anticipating key events
- Responds to what they hear with relevant comments, questions or actions
- Gives attention to what others say and respond appropriately, while engaged in another activity

Understanding

- Can follow instructions involving several ideas or actions
- Answer 'how' and 'why' questions about their experiences
- Answer 'how' and 'why' questions in response to stories and events

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- I can listen and respond appropriately to adults and their peers.
- I can ask relevant questions to extend their understanding and knowledge.
- I can use relevant strategies to build their vocabulary.
- I can articulate and justify answers, arguments and opinions.
- I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- I can speak audibly and fluently with an increasing command of Standard English.
- I can participate in discussions, presentations, performances, role play, improvisations and debates.
- I can gain, maintain and monitor the interest of the listener(s).
- I can consider and evaluate different viewpoints, attending to and building on the contributions of others.
- I can select and use appropriate registers for effective communication.
- Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in English Appendix 2 ('Terminology for pupils') when their writing is discussed.



Speaking

-Expresses his/herself effectively, showing awareness of listeners' needs

- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future

-Develop own narratives and explanations by connecting ideas or events