



Writing Curriculum Progression Document

Marlow C of E Infant School

	Conjunctions/ Adverbials	Terminology	Punctuation	Handwriting	Text Construction	Planning, Evaluating and Editing
Reception	<p>Once upon a time Then So And But Next In the end</p>	<p>Book Page Story Beginning Middle End Rhyme Poem/Poetry Character Word Finger space Sound (both in reference to a noise and a letter sound) Phonics Phoneme Grapheme Digraph Trigraph Blend/Blending</p>	<p>Start to use finger spaces so their simple phrases and sentences... be read by others</p>	<p>Write recognisable letters, most of which are correctly formed Start to use finger-spaces</p>	<p>Sentence Level: 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 Text Level: Retell (and adapt) stories and narratives using their own words (ELGs) and sometimes as exact repetition (DM p24) Recognise the features of some forms of writing, e.g. stories and poems</p>	<p>Planning: Express their ideas and feelings... using full sentences; past, present and future tenses; and making use of conjunctions Recognise the features of some forms of writing, e.g. stories and poems Evaluating: Read aloud words and short sentences that they have written, discussing this in small group, class and one-to-one discussions, using recently introduced vocabulary (e.g. grammar terminology) Editing: Upon re-reading and discussing their work, understand that they can 'have another go' at writing a word or sentence</p>
Year 1	<p>Now Soon First After that One day/night Suddenly On Tuesday/Sunday etc</p>	<p>Letter Capital letter Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark Joining word Punctuation mark</p>	<p>Capital letters for names and for the personal pronoun I Capital letters at the beginning of sentences Full stops Question marks Exclamation marks Consistent separation of words with spaces (finger spaces)</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these. Use appropriate finger spacing in their writing Position their writing appropriately on the page (i.e. writing sits on the line) Always write from left to right and from top to bottom</p>	<p>Sentence Level: Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, in order to begin to develop stamina for writing Join words and clauses using the conjunction 'and', as well as other conjunctions appropriate to Year 1 Compose sentences orally and write them down, recognising sentence boundaries in spoken sentences Begin to use imperative sentences in instructions (e.g. Get a spoon and a bowl.) Begin to use some of the distinctive features of Standard English in their writing (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: <i>yeah</i> might be replaced with <i>yes</i>) Text Level Begin to write about more than one idea Begin to group related ideas Begin to use simple sentences to record their orally invented stories, supported by simple conjunction prompts</p>	<p>Planning: Say out loud what they are going to write about in advance Orally compose sentences and/or whole texts Recognise the features of different forms of writing, e.g. instructions, information books, stories and poems Evaluating: Discuss their own writing with the teacher Read own writing aloud, clearly enough to be heard by peers and the teacher Use appropriate grammatical terminology in discussing writing (See Terminology) Editing: Re-read what they have written to check that it makes sense Upon re-reading and discussing, understand that they can 'have another go' at writing a word or composing a sentence, based on their developing understanding of phonics</p>

