



Holmesdale Infant School: Writing Curriculum Overview and Knowledge and Skills Progression Map

Writing = Greater depth

| Knowledge and Skill | Nursery | Reception | Year 1 | Year 2 |
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| Phonic & Whole Word Spelling | <ul style="list-style-type: none">To begin to make letter-type shapes to represent the initial sound of their name and other familiar wordsTo use print and letter knowledge writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummyTo write some letters accurately.To make letter-type shapes to represent the initial sound of their name and other familiar wordsTo hear and say the initial sound in wordsTo link sounds to letters, naming and sounding the letters of the alphabet | <ul style="list-style-type: none">To break the flow of speech into words, to hear and say the initial sound in words and start to segment the sounds in words and blend them togetherTo start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own nameTo use developing phonic knowledge to write things such as labels and captions, later progressing to simple sentencesTo write recognisable letters, most of which are correctly formed.To spell words by identifying sounds in them and representing the sounds with a letter or letters.To write simple phrases and sentences that can be read by others | <ul style="list-style-type: none">To know words containing each of the 40+ phonemes taughtTo spell common exception wordsTo spell the days of the week correctlyTo name the letters of the alphabet in orderTo use letter names to distinguish between alternative spellings of the same soundTo know all letters of the alphabet and the sounds which they most commonly represent.To recognise consonant digraphs which have been taught and the sounds which they represent.To recognise vowel digraphs which have been taught and the sounds which they represent.To recognise words with adjacent consonants.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, which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; | <ul style="list-style-type: none">To segment spoken words into phonemes and representing these by graphemes, spelling many correctlyTo know new ways of spelling phonemes for which one or more spellings are already known, and to know some words which each spelling, including a few homophonesTo know how to spell common exception wordsTo be able to distinguish between homophones and near-homophonesspell most common exception words (GDS) |



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| | | | <p>the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);</p> <ul style="list-style-type: none">• dividing words into syllables (e.g. rabbit, carrot);• the /tʃ/ sound is usually spelt as 'tch' and exceptions;• the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);• spelling words with the vowel digraphs and trigraphs:• - 'ai' and 'oi' (e.g. rain, wait, train, point, soil);• 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);• a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);• 'ar' (e.g. car, park);• 'ee' (e.g. green, week);• 'ea' (e.g. sea, dream);• 'ea' (e.g. meant, bread);• 'er' stressed sound (e.g. her, person);• 'er' unstressed schwa sound (e.g. better, under);• 'ir' (e.g. girl, first, third);• 'ur' (e.g. turn, church);• 'oo' (e.g. food, soon);• 'oo' (e.g. book, good);• 'oa' (e.g. road, coach);• 'oe' (e.g. toe, goes);• 'ou' (e.g. loud, sound);• 'ow' (e.g. brown, down);• 'ow' (e.g. own, show);• 'ue' (e.g. true, rescue, Tuesday);• 'ew' (e.g. new, threw); | |
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| | | | <ul style="list-style-type: none"> • 'ie' (e.g. lie, dried); • 'ie' (e.g. chief, field); • 'igh' (e.g. bright, right); • 'or' (e.g. short, morning); • 'ore' (e.g. before, shore); • 'aw' (e.g. yawn, crawl); • 'au' (e.g. author, haunt); • 'air' (e.g. hair, chair); • 'ear' (e.g. beard, near, year); • 'ear' (e.g. bear, pear, wear); • 'are' (e.g. bare, dare, scared); • spelling words ending with -y (e.g. funny, party, family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); • using 'k' for the /k/ sound (e.g. sketch, kit, skin). • Applies phonics knowledge independently and makes plausible attempts at unfamiliar words • Consistently spells Year 1 common exception words correctly | |
| Other Word Building Spelling | <ul style="list-style-type: none"> • To show interest in letters on a keyboard and be able to identify the initial letter of their own name and other familiar words • To write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes | <ul style="list-style-type: none"> • To write short sentences in meaningful contexts • To write some common irregular words using phonic knowledge • To spell some words correctly and other phonetically plausible • To spell phonically regular words of more than one syllable as well as many irregular | <ul style="list-style-type: none"> • To know and correctly use spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • To know the prefix -un • To spell root words when adding -ing, -ed, -er and -est (no change is needed in the spelling of root words) • Uses simple suffixes (-s, -es, -ing, -ed, -er, -est) correctly most of the time. | <ul style="list-style-type: none"> • To know how to apply the possessive apostrophe (singular) • To spell more words with contracted forms • To know how to add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • To apply spelling rules and guidelines from Appendix 1: the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); |



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| | <ul style="list-style-type: none">• To write some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence | <p>but high frequency words.</p> <ul style="list-style-type: none">• To use key features of narrative in own writing. | <ul style="list-style-type: none">• To apply simple spelling rules and guidance from Appendix 1 | <ul style="list-style-type: none">• the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw)• the /r/ sound spelt 'wr' (e.g. write, written);• the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);• the /aɪ/ sound spelt -y (e.g. cry, fly, July);• adding -es to nouns and verbs ending in• -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);• adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;• adding the endings• -ing, -ed, -er, -est and -y to words ending in -e with• a consonant before (including exceptions);• adding -ing, -ed,• -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);• the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);• the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);• the /i:/ sound spelt• -ey: the plural forms of these words are made by the addition |
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| | | | | <p>of -s (e.g. donkeys, monkeys);</p> <ul style="list-style-type: none"> • the /b/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); • the /ʒ/ sound spelt 's' (e.g. television, usual). • add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly) (GDS) |
| <p>Transcription</p> | <ul style="list-style-type: none"> • To make marks on their picture to stand for their name. • To give meaning to their drawings and paintings • To make up stories, play scenarios, and drawings in response to experiences • To ascribe meanings to signs, symbols and words seen in different places, including those they make themselves • To imitate adults' writing by making continuous lines of shapes and symbols from left to right • To include mark making and early writing in their play | <ul style="list-style-type: none"> • To give meaning to marks they make as they draw, write and paint. • To create texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating own stories and books with images and sometimes with words, in print and digital formats <ul style="list-style-type: none"> • To give meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • To be able to identify the difference between a letter and a word. • To know that a word is a | <ul style="list-style-type: none"> • To write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far • . • Consistently spells Year 1 common exception words correctly. • Uses simple suffixes (-s, -es, -ing, -ed, -er, -est) correctly most of the time. | <p>To write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far</p> |



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| | | <p>collection of letters that are written in a specific order</p> <ul style="list-style-type: none">• To know of the existence of spaces between words and the purpose of these.<ul style="list-style-type: none">• To break the flow of speech into words, to hear and say the initial sound in words and to segment the sounds in words and blend them together• To spell words by identifying the sounds and then writing the sound with letter/s• To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.• Write sentences that contain simple words that have been spelt correctly, as well as more complex words, which children have used their phonics knowledge to attempt to spell.• To write simple sentences which can be read by themselves and others | | |
| Handwriting | <ul style="list-style-type: none">• To use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.• To develop manipulation | <ul style="list-style-type: none">• To develop small motor skills to use range of tools competently, safely and confidently.• To know how to use simple tools to effect changes to | <ul style="list-style-type: none">• To know how to 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, with ascenders and descenders | <ul style="list-style-type: none">• To know how to form lower-case letters of the correct size relative to one another• To know how and to start using some of the diagonal and horizontal strokes needed to join letter and know which letters, |



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| | <p>and control.</p> <ul style="list-style-type: none"> To know how to use one-handed tools and equipment, for example, making snips in paper with scissors, correctly To show a preference for a dominant hand To create lines and circles pivoting from the shoulder and elbow To know how to hold a pencil between thumb and two fingers, no longer using whole-hand grasp To know how to hold a pencil near point between first two fingers and thumb and use it with good control To know tools can be used for a purpose. To know how to copy some letters, e.g. letters from their name To draw lines or circles using gross motor movements To begin to use anticlockwise movement and retrace vertical lines | <p>materials</p> <ul style="list-style-type: none"> To know how to handle tools, objects, construction and malleable materials safely and with increasing control and intention To show a preference for a dominant hand To know how to form recognisable letters To know how to use a pencil and hold it effectively To know how to form recognisable letters, most of which are correctly formed To know how to form lower-case and capital letters correctly. To know how to hold a pencil using the tripod grip To show accuracy and care when drawing To know how to sit correctly at a table, holding a pencil comfortably and correctly | <p>above and below the line</p> <ul style="list-style-type: none"> To know how to form capital letters To know how to write digits 0-9 correctly To know which letters belong to which handwriting 'families' and to practise these | <p>when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> To know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters To know how to space between words that reflects the size of the letters |
| Contexts for Writing | <ul style="list-style-type: none"> To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' To engage in imaginative role play based on own first-hand experiences.) | <ul style="list-style-type: none"> To introduce a storyline or narrative into their play. To know how to write own name and other things such as labels, captions. To play cooperatively as part of a group to develop | <ul style="list-style-type: none"> Write sentences independently and sequence them appropriately | <ul style="list-style-type: none"> To know how to write narratives about personal experiences and those of others (real and fiction) To know how to write a factual account. To know how to create a poem To be able to write for different |



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| | <ul style="list-style-type: none"> To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words To make up stories, play scenarios, and drawings in response to experiences. | <p>and act out a narrative.</p> <ul style="list-style-type: none"> To create texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats | | <p>purposes</p> <ul style="list-style-type: none"> To know how to write simple poetry. To be able to encapsulate what they want to say, sentence by sentence. Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing (GDS) |
| <p>Planning Writing</p> | <ul style="list-style-type: none"> To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Use talk to organise themselves and their play: Let's go on a bus... you sit there... I'll be the driver." To know which language to use when recalling past experiences To know how to retell a simple past event in correct order (e.g. went down slide, hurt finger) To use talk to explain what is happening and anticipate what might happen next | <ul style="list-style-type: none"> To use talk to organise, sequence and clarify thinking, ideas, feelings and events To develop a deep familiarity with the text; and retell the story using some as exact repetition and some in own words To use language to imagine and recreate roles and experiences in play situations To introduce a storyline or narrative into their play To be able to express ideas and feelings about experiences using full sentences To be able to use past, present and future tenses correctly and use of conjunctions To develop narratives and explanations by connecting ideas or events | <ul style="list-style-type: none"> To compose a sentence orally before writing it To discuss what they have written with the teacher or other pupils. To read their writing aloud clearly enough to be heard by their peers and the teacher. To know how to use adjectives to describe. | <ul style="list-style-type: none"> To compose a sentence orally before writing it |



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| | | <ul style="list-style-type: none"> To say the sentence out loud before beginning to write it to organise their thinking and decide upon sentence structure. To use key features of narrative in their own writing. | | |
| Drafting Writing | <ul style="list-style-type: none"> To give meaning to marks as they draw, write and paint | <ul style="list-style-type: none"> To know how to write simple phrases and sentences that can be read by others. | <ul style="list-style-type: none"> To know how to sequence sentences to form short narratives To re-read what they have written to check that it makes sense | <ul style="list-style-type: none"> To know how to plan writing by jotting down ideas and/or key words, including new vocabulary To encapsulate what they want to say, sentence by sentence make simple additions, revisions and proof-reading corrections to their own writing (GDS) |
| Editing Writing | | <ul style="list-style-type: none"> To read writing to check in makes sense. | <ul style="list-style-type: none"> To discuss what they have written with the teacher or other pupils | <ul style="list-style-type: none"> To know how to evaluating their writing with the teacher and other pupils To Re-read to check that writing makes sense and that verbs to indicated time are used correctly and consistently including verbs in the continuous form To know how to proof read to check for errors in spelling, grammar and punctuation To demonstrate independence in editing and evaluating writing |
| Performing Writing | | <ul style="list-style-type: none"> To know how to write simple phrases and sentences that can be read by others. | <ul style="list-style-type: none"> To know how to read their writing aloud clearly enough to be heard by their peers and teacher | <ul style="list-style-type: none"> To know how to read aloud what they have written with appropriate intonation to make the meaning clear |
| Vocabulary | <ul style="list-style-type: none"> To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences | <ul style="list-style-type: none"> To know how to use new vocabulary in different contexts. To extend vocabulary, especially by grouping and naming, exploring the | <ul style="list-style-type: none"> To know to leave spaces between words To know how to join clauses using 'and' To use a number of simple features of different text types and to make relevant choices | <ul style="list-style-type: none"> To know how to use expanded noun phrases to describe and specify To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. |



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| | <ul style="list-style-type: none"> Develop social phrases | <p>meaning and sounds of new words.</p> <ul style="list-style-type: none"> To use language to imagine and recreate roles and experiences in play situations. To express themselves effectively, showing awareness of listeners' needs. To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary | <p>about subject matter and appropriate vocabulary choices.</p> <ul style="list-style-type: none"> To know how to engage readers by using adjectives to describe. | <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 |
| <p>Grammar</p> | <ul style="list-style-type: none"> To begin to understand 'why' and 'how' questions. To know how to use more complex sentences to link thoughts (e.g. using and, because) To know how to ask questions why things happen To know how to answer questions and give explanations. Asks e.g. who, what, when, how To begin to use a range of tenses (e.g. play, playing, will play, played) | <ul style="list-style-type: none"> To know how to answer 'how' and 'why' questions about their experiences and in response to stories or events. To be able to articulate their ideas and thoughts in well-formed sentences. To be able to connect one idea or action to another using a range of connectives To know how to write short sentences with words with known letter-sound correspondences using a | <ul style="list-style-type: none"> To know how to spell regular plural noun suffixes (-s, -es) To know how to spell verb suffix where root word is unchanges (ing, -ed, -er) To know that Un- prefix changes meaning of adjectives/adverbs To be able to combine words to write sentences including using 'and' Begins to use 'because', 'but', or 'so' to join ideas beyond "and". To know how to sequence sentences to form short | <ul style="list-style-type: none"> To know how to create sentences with different forms: statement, question, exclamation and command To use present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) To know features of written Standard English To know how to write suffixes to form words (-ful, -er, -ness) To know how to demarcate sentences |



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| | when speaking | <p>capital letter and full stop</p> <ul style="list-style-type: none"> To informally introduce what a noun, verb and adjective is. | <p>narratives</p> <ul style="list-style-type: none"> To know how to separation of words with spaces To know when to use capital letters (for names and the pronoun 'I') To know what a noun, verb and adjective is. | <ul style="list-style-type: none"> To know when to use commas correctly in lists To know how to place apostrophes for omission and singular possession To know what a Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe and comma is. To use varied sentence structures (e.g., using subordination/coordination, different sentence openers). |
| Punctuation | | | <ul style="list-style-type: none"> To know how to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. To use a capital letter for I Experiments with commas in lists (with support). | <ul style="list-style-type: none"> To know how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, questions marks, commas for lists and apostrophes for contracted forms and the possessive (singular) use the punctuation taught at key stage 1 mostly correctly (GDS) To use speech marks correctly when writing direct speech |
| Composition | <ul style="list-style-type: none"> Give meaning to marks - Retell stories through play | <ul style="list-style-type: none"> Write short sentences/captions Simple narratives linked to play Talk about what they write | <ul style="list-style-type: none"> Orally rehearse sentences Sequence ideas logically Write for different purposes Writes independently at length (several linked sentences) that are coherent and sequenced. Adds extra detail or description to sentences (e.g., "The big, red | <ul style="list-style-type: none"> Plan, write, edit narratives and reports Develop detail in sentences Show an awareness of audience/purpose |



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| | | | <p><i>dragon flew quickly across the dark sky.”).</i></p> <ul style="list-style-type: none">Shows awareness of reader by choosing vocabulary for effect (e.g., using adjectives to make writing more interesting).Begins to vary sentence openings | |
| Grammatical Terminology | <ul style="list-style-type: none">prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. | <ul style="list-style-type: none">capital letter, full stop, question mark, exclamation mark | <ul style="list-style-type: none">Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, verb, adjective | <ul style="list-style-type: none">Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma, speech marks |