** Crawley Ridge Infant School – Progression in Writing Grid**

**(Sequence and Structure)**

**Implementation**

Writing form a vital part of learning across the curriculum, as children not only learn the skills of writing itself, it is used to record and communicate information in every subject. Children are expected use their skills and demonstrate the same command of writing in all subjects. Writing encompasses transcription (handwriting, spelling, vocabulary, punctuation and grammar) as well as composition. Early in their Reception Year, children learn to recognise and write graphemes to represent the sounds they say in speech. They build on this to write words and gradually put words together to write sentences. As they move to Key Stage 1 they learn how to organise their work using simple punctuation and to spell an increasing range of words. As they move through Year 2 they develop their skills, learning about a greater range of grammatical features, and they learn how to improve their own work through proof-reading and editing. A range of stimuli are used across the school – often fiction or non-fiction texts, poetry or first-hand experiences. We believe that it is vital for children to have something they can write about and that inspires them to develop their understanding and their vocabulary, which in turn supports their learning in other areas of the curriculum.

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|  | **Year R** | **Year 1** | **Year 2** |
| Handwriting | Physical skills are developed through gross and fine-motor activities (eg throwing and catching a ball; climbing, running, hopping; painting, cutting with scissors, manipulating construction toys, using tools such as tweezers)Pupils have many opportunities for mark-making through the continuous provision (eg through role play). They are also taught how to sit comfortably at a table for focused tasks such as writing and to use an appropriate pincer-style pencil grip.Children are taught how to form numbers and letters (using a simple script – Sassoon Infant Standard Font) and they are taught about the relationships between letters and the sounds they represent (grapheme-phoneme correspondence or GPCs) through our Phonics Programme (“Essential Letters and Sounds”) | Children are taught to sit at a table, holding a pencil comfortably and correctly (using a pincer-style grip)They are taught to form lower case letters using the correct sequence of movements and to form recognisable capital letters. They practise forming letters correctly, focusing in turn on each letter “family” group:*i, l, t, j**c,o,a,d,g,q**r,n,m,h,k (cursive style)**p, b**u, y**v,w**e, f (cursive style)**s x z* As they progress through year 1, children begin to learn the correct joins to link their letter together.  | Children refine their handwriting through weekly handwriting lessons, with lower case and capital letters of the correct size relative to one another.They are taught to ensure that they use appropriate spacing between words. Handwriting should be legible, with letters formed consistently correctly.They refine their ability to join their letters to produce a fluid script with horizontal and diagonal joins correctly formed. |
| Spelling | Pupils are introduced to the phonics code– the single letters and clusters of letters which represent sounds through our Phonics Programme (“Essential Letters and Sounds”). They learn to recognise these letters and the sounds they make (grapheme-phoneme correspondence or GPCs). Actions and visual aids are used to help children remember the GPCs they are taught.  Children are taught how to write the letters so they can represent sounds themselves. They begin to use GPCs to spell out the words they want to write.In addition, they are introduced to a range of “Harder to Read & Spell” words (words which cannot be spelled using the phonics code) – eg the, he, she | By the end of their Reception Year, children have a growing command of GPCs which they can use to read and to spell (segment) words. They continue to learn an increasing range of new graphemes (through “Essential Letters and Sounds”) They are introduced to an increasing range of more complex GPCs as well as further commonly used exception words (Known as “Harder to Read & Spell” words in the ELS progrmme. (See NC English Appendix 1)Children have opportunities to practise writing words discretely as well as using the GPCs they know to write sentences. | Children continue to progress through the different phases in phonics.They learn an increasing range of alternative graphemes for specific phonemes as well as alternative phonemes for specific graphemes. They learn to spell an increasing range of “Harder to Read & Spell” common exception words (Year 2 CEW) as well as learning spelling rules and common suffixes (eg -ed, -ing, -ly, -ment, - ness) and the prefix “un-”.  (See NC English Appendix 2)(January 2022 – We have adopted Jane Consodine’s spelling programme for Year 2, in line with our partner school, Crawley Ridge Junnior School. This offers pupils opportunities to further consolidate GPCs as well as hypothesising and investigating spelling patterns and rules ) |
| Vocabulary, Punctuation and Grammar | Children see words and print all around them in the environment and in books they look at with adults and by themselves. They begin to make links between the words they say and what they see in print. They are encouraged to say aloud the sounds and words they want to write to reinforce this relationship and to support the development of their ability to represent sounds and words as letters.When they are ready, teachers encourage children to finish a piece of writing with a full stop, and they are taught how to write a range of capital letters which they are encouraged to use at the start of a piece of writing or at the beginning of their own or others’ names. | Children learn that a sentence should begin with a capital letter and end with a full stop, and they begin to demarcate their sentences accordingly as well as using capital letters for names of people, places, days of the week and the personal pronoun “I”.They learn how to join words and clauses using “and”.They are taught how to sequence several sentences to form a short narrative. By the end of Year 1 most children are able to enhance their writing through the use of simple adjectives. They are introduced to question marks and are taught to write their own questions.  | Children continue to develop their awareness of sentence structure and they explore They explore different features of grammar and learn the correct terms for these (See NC English Appendix 2). They are taught how to use the past and present tense, using the appropriate tense consistently throughout a piece of writing, including the progressive form.They learn to use different sentence types (eg statements, questions, commands, exclamations). They develop their ability to write more interesting sentences through the use of adjectives, noun phrases, conjunctions, adverbs “sentence openers”. They are taught how they can organise their work in paragraphs, or use sub-headings. They are taught how to use correctly the range of punctuation as defined in the NC Appendix 2, including commas in a list, question marks and exclamation marks.  |
| Composition | Children are encouraged to write throughout the day and across the range of provision on offer. They might attempt to write labels for a picture they have drawn or a model they have made, they might use writing as part of role play (eg a builder noting “measurements” or mummy writing a shopping list).They are also encouraged to sit with an adult (usually as part of a small group) for focused writing tasks, when their skills in segmenting (using graphemes to spell out words phonetically) and will write labels, captions and simple sentence-like structures inspired by stories and topics they study.  | Children begin to understand word boundaries and how a sentence is structured. Speaking is an integral part of the writing process – children need to say their sentence coherently in order to write a sentence that makes sense to a reader, and teachers encourage pupils to say aloud what they want to write. Stamina for writing increases, and by the end of Year 1 most children should be able to write several sentences about a particular topic.Children write for different purposes (eg facts, a letter, instructions, simple poems) and they become increasingly aware of some of the features of different genres. These tasks are usually inspired by books (stories or age-appropriate non-fiction books)  | Children apply their knowledge and understanding in a range of genres (eg factual writing, story-telling, letters, poetry). Topic work from the History or Geography curriculum often inspire these tasks, giving children both context and purpose for writing.  Children become increasingly aware of their potential audience. They develop a greater awareness of their own work and are encouraged and supported to proof-read and edit their work.Some children become proficient at proof-reading and editing their writing independently.   |
| Key vocabulary | Sound, letter, tricky word, phoneme, grapheme, digraph, pencil, write,  | Grapheme, phoneme, digraph, trigraph, split digraph, tricky word, common exception word, capital letter, full stop, question mark, noun, verb, adjective, word, sentence | Grapheme, phoneme, digraph, trigraph, split-digraph, common exception word, capital letter, full stop, question mark, exclamation mark, noun, verb, adjective, adverb, conjunction, noun phrase, simile, comma, word, sentence, statement, command, question, exclamation, paragraph |