



# The Mead Infant & Nursery School – Writing Subject Progression Tracker

## Writing Subject Progression Tracker

	Nursery	Reception	Year 1	Year 2
Transcription	<ul style="list-style-type: none"> <li>• <i>Make marks on their picture to stand for their name.</i></li> </ul> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p>	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>• <b>Write recognisable letters, most of which are correctly formed.</b></li> <li>• <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b></li> </ul>	<p><b>spell:</b></p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> </ul> <p><b>name the letters of the alphabet:</b></p> <ul style="list-style-type: none"> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p><b>add prefixes and suffixes:</b></p> <ul style="list-style-type: none"> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• 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]</li> </ul> <ul style="list-style-type: none"> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p><b>spell by:</b></p> <ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> </ul> <ul style="list-style-type: none"> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>



# The Mead Infant & Nursery School – Writing Subject Progression Tracker

<b>Handwriting (See also Physical development)</b>	<ul style="list-style-type: none"><li>• <i>Enjoy drawing freely</i></li><li>• Use large-muscle movements to wave flags and streamers, paint and makemarks.</li><li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li><li>• Use a comfortable grip with good control when holding pens and pencils.</li><li>• Shows a preference for a dominant hand.</li><li>• Write some letters accurately.</li></ul>	<ul style="list-style-type: none"><li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li><li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li><li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li><li>• Form lower case and capital letters correctly.</li><li>• <b>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</b></li><li>• <b>Write recognisable letters, most of which are correctly formed</b></li></ul>	<ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly</li><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form capital letters</li><li>• form digits 0-9</li></ul> <p>understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</p>	<ul style="list-style-type: none"><li>• form lower-case letters of the correct size relative to one another</li><li>• 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</li><li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• use spacing between words that reflects the size of the letters.</li></ul>
--	---	--	--	--



# The Mead Infant & Nursery School – Writing Subject Progression Tracker

<b>Composition</b>	<ul style="list-style-type: none"><li>• <i>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</i></li><li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li><li>• Engage in extended conversations about stories, learning new vocabulary.</li><li>• Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li><li>• Write some or all of their name.</li><li>• Write some letters accurately.</li><li>• Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</li></ul>	<ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Describe events in some detail.</li><li>• Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</li><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li><li>• Use new vocabulary in different contexts.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li><li>• Re-read what they have written to check it makes sense.</li><li>• Develop storylines in their pretend play.</li><li>• <b>Write simple phrases and sentences that can be read by others.</b></li><li>• <b>Invent, adapt and recount narratives and stories with peers and teachers.</b></li></ul>	<p><b>write sentences by:</b></p> <ul style="list-style-type: none"><li>• saying out loud what they are going to write about</li><li>• composing a sentence orally before writing it</li><li>• sequencing sentences to form short narratives</li><li>• re-reading what they have written to check that it makes sense</li><li>• discuss what they have written with the teacher or other pupils</li><li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li></ul>	<p><b>develop positive attitudes towards and stamina for writing by:</b></p> <ul style="list-style-type: none"><li>• writing narratives about personal experiences and those of others (real and fictional)</li><li>• writing about real events</li><li>• writing poetry</li><li>• writing for different purposes</li></ul> <p><b>consider what they are going to write before beginning by:</b></p> <ul style="list-style-type: none"><li>• planning or saying out loud what they are going to write about</li><li>• writing down ideas and/or key words, including new vocabulary</li><li>• encapsulating what they want to say, sentence by sentence</li></ul> <p><b>make simple additions, revisions and corrections to their own writing by:</b></p> <ul style="list-style-type: none"><li>• evaluating their writing with the teacher and other pupils</li><li>• 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</li><li>• proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li><li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul>
--------------------	---	---	---	---



# The Mead Infant & Nursery School – Writing Subject Progression Tracker

<b>Vocabulary, punctuation and grammar</b>	<ul style="list-style-type: none"><li>• Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’</li><li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li><li>• Use longer sentences of four to six words.</li><li>• To use new vocabulary when telling stories</li></ul>	<ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary throughout the day.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• <b>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</b></li><li>• <b>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</b></li></ul>	<p><b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"><li>• leaving spaces between words</li><li>• joining words and joining clauses using and</li><li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li><li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’</li><li>• learning the grammar for year 1 in English Appendix 2</li><li>• use the grammatical terminology in English Appendix 2 in discussing their writing.</li></ul>	<p><b>develop their understanding of the concepts set out in English Appendix 2 by:</b></p> <ul style="list-style-type: none"><li>• 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)</li></ul> <p><b>learn how to use:</b></p> <ul style="list-style-type: none"><li>• sentences with different forms: statement, question, exclamation, command</li><li>• expanded noun phrases to describe and specify [for example, the blue butterfly]</li><li>• the present and past tenses correctly and consistently including the progressive form</li><li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li><li>• the grammar for year 2 in English Appendix 2</li><li>• some features of written Standard English</li><li>• use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li></ul>
--	--	---	---	---