

The Lancaster School Writing Progression Map

Knowledge	Nursery	Reception	Year 1	Year 2
Phonics and Whole word Spelling	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • 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; writing 'm' for mummy. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • spell words by identifying the sounds and then writing the sound with the letter/s. • write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Know how to write some irregular common words. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • spell words containing each of the 40+ phonemes • spell Year 1 common exception words • spell the days of the week • add suffix –s, -es, -ing, -er and -est to root words. • add the prefix –un • name the letters of the alphabet • write out simple sentences from memory 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes • spell Yr2 common exception words • use an apostrophe to show the contracted form and possession • spell by distinguishing homophones • add suffix –ly, -ness, -ful and –less to root words
Handwriting and Presentation	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use large-muscle movements to wave flags and streamers, paint and make marks. • use one-handed tools and equipment, for example, making snips in paper with scissors. • use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. • Write some letters accurately. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • develop the foundations of a handwriting style which is fast, accurate and efficient. • form lower case and capital letters correctly. • hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. • write recognisable letters, most of which are correctly formed. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • 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 and begin to spell numerals in words • understand which letters belong to which handwriting 'families' and practise these • when ready, begin to use cursive lead in and lead out strokes for some lower case letters 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters

Dictation	Pupils will know how to: •repeat words and sentences back to an adult	Pupils will know how to: •repeat sentences back to an adult. •write simple sentences from memory – I can sit.	Pupils will know how to: •Know how to memorise and write a simple sentence with punctuation.	Pupils will know how to: •Know how to write sentences from memory, that include words and punctuation taught so far.
Grammar	Pupils know: Pupils will know how to: • understand ‘why’ questions, like: ‘Why do you think the caterpillar got fat?’ • develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. •Use longer sentences of four to six words.	Pupils know: • articulate their ideas and thoughts in well-formed sentences. • connect one idea or action to another using a range of connectives. • 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.	Pupils know: •how to spell regular plural noun suffixes (-s, -es) •how to change verb suffixes where root word is unchanged (-ing, -ed, -er) •how to add un- prefix to change meaning of adjectives/adverbs. •how to combine words to make sentences. •how to sequence sentences to form short narratives.. •how to use coordination conjunction - and	Pupils know how to: •how to use the present and past tenses correctly and consistently including the progressive form. • how to use subordination and coordination conjunctions. •how to use some features of written Standard English. •Learn how to use sentences with different forms •Use expanded noun phrases to describe and specify
Punctuation		Pupils will know how to: •how to use finger spaces. • that full stops are used at the end of a sentence and capital letters are used at the start of a sentence.	Pupils will know how to: • use finger spaces correctly • Use capital letters, full stops, Question marks in their writing correctly • Use a capital letter for proper nouns: names, places and days of the week	Pupils will know how to: • Use question marks, commas, exclamation marks and apostrophes consistently in their writing •Learn how to use sentences with different forms • Use capital letters for proper nouns and the pronoun ‘I’
Terminology	Pupils know and understand: •prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.	Pupils know and can: •use the terms letter, capital letter, word, sentence, full stop,	Pupils know and can: •recognise and use the terms word, singular, plural, sentence, punctuation, full stop, question mark, noun, adjectives	Pupils know and can: •recognise and use the terms, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.

Planning Writing		Pupils know: <ul style="list-style-type: none"> •how to say out loud what they are going to write about. 	Pupils know: <ul style="list-style-type: none"> •how to explain what you are going to write about by composing a sentence orally before writing it. 	Pupils know: <ul style="list-style-type: none"> •how to plan or say out loud what they are going to write about.
Drafting Writing	Pupils know: <ul style="list-style-type: none"> •how to ascribe meanings to marks. 	Pupils know: <ul style="list-style-type: none"> •how to write simple sentences which can be read by themselves and others. •how to write short sentences with words with known sound- letter correspondence using a capital letter and a full stop. 	Pupils know: <ul style="list-style-type: none"> •how to sequence sentences to form short narratives. •how to re-reading what they have written to check that it makes sense. 	Pupils know: <ul style="list-style-type: none"> •how to write down ideas and/or key words, including new vocabulary •how to encapsulate what they want to say, sentence by sentence.
Editing Writing		Pupils know: <ul style="list-style-type: none"> •how to re-read what they have written to check that it makes sense 	Pupils know: <ul style="list-style-type: none"> •how to discuss what they have written with the teacher or other pupils. 	Pupils know: <ul style="list-style-type: none"> •how to evaluate their writing with the teacher and other pupils. • how to rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently. •how to proof read to check for errors in spelling, grammar and punctuation.
Performing Writing	Pupils know: <ul style="list-style-type: none"> how to speak in sentences, using the teacher as a model. 	Pupils know: <ul style="list-style-type: none"> how to speak in sentences, using the teacher as a model. 	Pupils know: <ul style="list-style-type: none"> •how to read their writing aloud clearly enough to be heard by their peers and the teacher. 	Pupils know: <ul style="list-style-type: none"> •how to read aloud what they have written with appropriate intonation to make the meaning clear.

Composition	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • know many rhymes, be able to talk about familiar books, and be able to tell a long story. • engage in extended conversations about stories, learning new vocabulary. • 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; writing 'm' for mummy. • write some or all of their name. • write some letters accurately. • begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • learn new vocabulary. • articulate their ideas and thoughts in well-formed sentences. • describe events in some detail. • use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • listen to and talk about stories to build familiarity and understanding. • retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • re-read what they have written to check it makes sense. • develop storylines in their pretend play. • write simple phrases and sentences that can be read by others. • invent, adapt and recount narratives and stories with peers and teachers. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • write sentences by saying out loud what they are going to write • form a short narrative (story) using a sequence of sentences • discuss what they have written with a partner or adult • read aloud their writing clearly enough to be heard by their peers and the teacher • begin to make simple edits to their writing 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • write stories about things that reflect their personal experiences • write longer narrative (stories) about fictitious and real events • create their own poetry • plan out a writing task before completing a narrative • edit and improve work- making simple additions/changes to their writing to improve their writing • confidently read aloud and perform any of their writing to a given audience
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Writing Comprehension				
Discussion	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • express a point of view and debate when they disagree with an adult or friend, using words as well as actions. • engage in extended conversations about stories, learning new vocabulary. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • articulate their ideas and thoughts in well-formed sentences. • listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions. • hold conversation when engaged in back-and-forth exchanges with their teachers and peers. • participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use talk and role play to explore how others might think, feel and react differently from themselves and from each other. • in reading explore how different characters might think, feel and react differently from themselves and from each other 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • through reading and in life situations, recognise, that different people (characters) have different thought,/feelings about, views on and responses to particular scenarios (e.g. that the wolf would see the story of the Red Riding Hood differently to the girl herself.) • explore different views and viewpoints.

Explanation		<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • engage in non-fiction books. • listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • offer explanations for why things might happen, making use of recently introduced vocabulary from stories, on-fiction, rhymes and poems when appropriate. • use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • read captions, pictures and diagrams on wall displays and in simple books that explain a process. • draw pictures to illustrate a process and use the picture to explain the process orally. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • after carrying out a practical activity, (e.g. experiment, investigation, construction task) contribute to creating a flowchart or cyclical diagram to explain the process, as member of group with the teacher. After seeing and hearing an oral explanation of the process, explain the same process orally also sing flowchart, language and gestures appropriately. • read, with help, flowcharts or cyclical diagrams explaining other processes and then read others independently. • follow other practical tasks, produce a simple flowchart or cyclical diagram independently
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<p>Instruction/Procedure</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • understand a question or instruction that has two parts, such as “Get your coat and wait at the door.” • remember rules without needing an adult to remind them. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • explain the reasons for rules, know right from wrong and try to behave accordingly. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • listen to and follow a single more detailed instruction and a longer series of instructions. • think out and give clear single oral instructions. • routinely read and follow written classroom labels carrying instructions. • read and follow short series of instructions in shared context. • contribute to class composition of instructions with teacher scribing. • write two consecutive instructions independently 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • listen to and follow a series of more complex instructions. • give clear oral instructions to members of a group. • read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. <p>Analyse some instructional texts and note their function, form and typical language features:</p> <ul style="list-style-type: none"> -statement of purpose, list of materials or ingredients, sequential steps, -direct/imperative language -use of adjectives and adverbs limited to giving essential information -emotive/value-laden language not generally used -As part of a group with the teacher, compose a set of instructions with additional diagrams. Write simple instructions independently e.g. getting to school, playing a game
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Non-chronological reports			<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • find out about a subject by listening and following text as information books are read, watching a video. • contribute to a discussion on the subject as information is assembled and the teacher writes the information. • assemble information on a subject in own experience, (e.g.) food, pets • write a simple non - chronological report by writing sentences to describe aspect s of the subject. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • after a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. • distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report form at, e.g .There are two sorts of x . . . ; The live in x. ..; the As have x . . . , but the B's e t c . • assemble information on another subject and use the text as a template for writing a report on it , using appropriate language to present , and categorise ideas.
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<p>Narrative: Telling Stories</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • recite many rhymes, be able to talk about familiar books, and be able to tell a long story. • take part in simple pretend play, using an object to represent something else even though they are not similar. • begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • engage in storytimes. • retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • develop storylines in their pretend play. • demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • make use of props and materials when role playing characters in narratives and stories. • invent, adapt and recount narratives and stories with their peers and their teacher. • perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event • use story language, sentence patterns and sequencing words to organise events, e.g. then, next, etc • recite stories, supported by story boxes, pictures etc • act out stories and portray characters and their motives 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • re-tell familiar stories using narrative structure and dialogue from the text • include relevant details and sustain the listener's interest; • tell own real and imagined stories • explore characters' feelings and situations using improvisation • dramatise parts of won or familiar stories and perform to class or group
<p>Narrative: Writing</p>	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use longer sentences of four to six words 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • articulate their ideas and thoughts in well-formed sentences. • connect one idea or action to another using a range of connectives. • 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. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • use patterns and language from familiar stories in own writing • write complete stories with a simple structure: beginning – middle – end • decide where it is set and use ideas from reading for some incidents and events 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • imitate familiar stories by borrowing and adapting structures • write complete with a sustained logical sequence of events • use past tense and 3rd person consistently • include setting and include characters, e.g. by adapting ideas about typical story characters • include some dialogue • use phrases drawn from story language to add interest, e.g. she couldn't believe her eyes

Performing Poetry	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • sing a large repertoire of songs. • know many rhymes, be able to talk about familiar books, and be able to tell a long story. • remember and sing entire songs. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • learn rhymes, poems and songs. • perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • perform in unison, following the rhyme and keeping time • imitate and invent actions 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • perform individually or together; speak audibly and clearly • use actions and sound effects to add to the poem's meaning
Creating Poetry			<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • observe details of first-hand experiences using the senses and describe • list words and phrases or use a repeating pattern write a riddle 	<p>Pupils will know how to:</p> <ul style="list-style-type: none"> • experiment with alliteration to create humorous or surprising combinations • make adventurous word choices to describe closely observed experiences • create a pattern or shape on the page • use simple repeating phrases or lines as models