

Pickering Community Infant and Nursery School Progress Document Writing



Nursery

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Nursery Key Writing Skills	Gross Motor Movements (top/bottom straight lines) Gross motor movements (anti-clockwise circles)	Pencil Grip First letter in name Spelling name	Name writing
	I can move my arm top to bottom I can make straight lines moving top to bottom I can make marks in an anti-clockwise/circular direction I can make marks I understand that print and marks carry meaning I understand that marks and print have different purposes I can ascribe a meaning to any mark	I can ascribe a meaning to a recognisable mark I can begin to move from a fist grip to a tripod/pincer grip I can hold my pencil in a tripod/pincer grip I can write the first letter in my name I can write some letters that I am familiar with	I can add details to my marks I can write some of the letters in my name I can write all of my name I can use a comfortable grip with good control when holding pens and pencils (Begin to show a preference for a dominant hand)
Vocabulary	Top, bottom, up, down, straight, anti-clockwise, circular, mark, print, meaning, letter, name, grip		

Reception

Reception Vocabulary	Picture, letter, word, sentence, grapheme, phoneme, solid line, broken line, upper case, lower case, pencil grip, tripod/pincer, clockwise, anti-clockwise, handwriting family, initial phoneme.
Reception Key Writing Skills	<u>Autumn term 1</u> Name, Pencil grip, TNT (Tummy Near Table), BBC (Bottom Back in Chair), 6 feet 2 hands What is a word, letter, sentence?, Writing individual letters in response to sounds, Recording initial sounds
	I can identify a letter I can identify a word I can identify a sentences I can write all of my name using recognisable graphemes I can write all of my name with correctly formed the letters I can begin my name with a capital letter I can show a preference for a dominant hand I can use a pencil competently, safely and confidently I can say that I need to hold my pencil with one thumb and 2 fingers I can use a tripod/pincher grip with good control when writing with pens and pencils I can identify an initial phoneme and record this

Autumn term 2

Grapheme to phoneme correspondence, Writing short words (words with three individual sounds)

I can identify the initial phoneme and find the corresponding grapheme

I can record some phonemes I hear

I can correctly record all phonemes I hear in short words (CVC: individual sounds)

I can write the sounds in the correct order to write a word

Spring term 1

Writing short words that include digraphs

I can record some phonemes I hear.

I can record some phonemes I hear within short words.

I can record all phonemes I hear in short words (CVC: including taught digraphs)

I can spell short words by identifying the sounds and then writing the sounds with the correct letter/s

I can write short words with 3 sounds using GPCs already taught

Spring term 2

Captions/ labels, Finger spaces, Writing longer words (multisyllabic?)

I can write a label(s) using GPC's already taught.

I can write a short caption using GPC's already taught

I can write two words with a finger space in between them.

I can write words with 2 syllables

I can write words with 2 syllables or more

I can spell words by identifying sounds in them and representing the sounds with a letter or letters

Summer term 1

Simple sentences, Full stop, Capital letter at the beginning of a sentence

I know what a sentence is

I know that you need a finger space between words

I can write at least two words with a finger space between them

I know that at the end of a sentence you need a full stop

I can write a simple sentence with a full stop to finish

I know that at the start of a sentence you need a capital letter

I can write a simple sentence using a capital letter at the beginning

Summer term 2

A series of simple sentences

I can write a simple sentence with finger spaces between the words

I can write a simple sentence using GPC's already taught

I can write a series of simple sentences

I can write simple phrases and sentences that can be read by others

Key Stage 1

Narrative Progression

Year One

Text Structure	Sentence Construction	Word/Language	Punctuation	Vocabulary
<p>I can use patterns and language from familiar stories in my own writing.</p> <p>I can write a complete story with a beginning, middle and end</p> <p>I can decide where my story is set write a story in this setting</p> <p>I can use ideas from reading for some incidents and events in my written story.</p> <p>I can start to plan my own version of a story by scribing my ideas on a post it note/note form/ mind map or story structure planner.</p> <p>I can write about known characters using familiar structures</p> <p>I can write about events in personal experiences</p>	<p>I show an understanding that one sentence is one idea</p> <p>I can say out loud what I am going to write about</p> <p>I can compose a sentence orally before writing it</p> <p>I can write a simple sentence based on a familiar story.</p> <p>I can sequence sentences to form short narratives</p> <p>I can use story language within my writing.</p> <p>I can use simple time connectives</p>	<p>I can join words and clauses using the conjunction and</p> <p>I can use the personal pronoun I to retell personal narratives</p> <p>I can begin to use some adjectives to add interest</p>	<p>I can use a full stop at the end of a sentence</p> <p>I can use a capital letter to begin a sentence</p> <p>I can write using finger spaces between words.</p> <p>I can use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>I can write using exclamation marks and question marks to indicate emotions, such as surprise or shock or from questions</p> <p>I can use a capital letter for the names of people, places and days of the week</p>	<p>Fiction</p> <p>Character</p> <p>Setting</p> <p>Structure</p>

linked to incidents from familiar stories			I can use a capital letter for the personal pronoun I	
Year Two				
Text Structure	Sentence Construction	Word/language	Punctuation	Vocabulary
<p>I can imitate familiar stories by borrowing and adapting structures from stories I have heard or read.</p> <p>I can write complete stories with a sustained, logical sequence of events.</p> <p>I can include a setting in my written story</p> <p>I can create my own characters by adapting ideas about typical story characters</p> <p>I can write phrases drawn from story language to add interest for the reader.</p> <p>I can write a narrative about my own personal experience</p>	<p>I can write in past tense and third person consistently</p> <p>I can write some dialogue in my narrative</p> <p>I can respond to written feedback provided to improve my writing further</p> <p>I can write sentences which are interesting for the reader</p> <p>I can make simple additions, revisions and corrections</p> <p>I can use time connectives</p> <p>I can write longer sentences that add description and/or information</p>	<p>I can use nouns and noun phrases to expand and specify</p> <p>I can write statements, question and exclamation sentences</p> <p>I can use an adjective to add interest, description and make comparisons</p> <p>I can use adverbs</p> <p>I can use subordination in my writing (using when, if, that or because, so and but)</p> <p>I can use co-ordination (using or, and, or but)</p> <p>I can choose and use verbs in my writing to add effect and interest e.g. walked instead of went</p>	<p>I can write with the correct Capital letters for the beginning of sentences and for names</p> <p>I can use full stops</p> <p>I can use question marks</p> <p>I can use exclamation marks</p> <p>I can use commas to separate items in a list</p> <p>I can use apostrophes to mark contracted forms in spelling e.g. don't, can't</p> <p>I can use apostrophes to mark singular possession e.g. the cat's name</p>	<p>Dilemma/problem</p> <p>Resolution</p> <p>Event</p> <p>Dialogue</p>

<p>I can write narratives about experiences of others</p> <p>I can identify that there are different parts in a narrative and use this knowledge to break my own story into parts.</p> <p>I can plan my own version of a story by scribing my ideas on a post it note/note form/ mind map or story structure planner.</p>				
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Poetry Progression

Year One

Text Structure	Sentence Construction	Word/Language	Punctuation	Vocabulary
<p>I can use rhymes as a model for my own writing</p> <p>I can create an alliterative list</p> <p>I can create a simple riddle</p> <p>I can innovate a well known rhyme</p> <p>I can create a simple acrostic poem</p> <p>I can discuss the poem I have written with the teacher or others</p> <p>I can re-read my poem written to check that it makes sense</p>	<p>I can use my own experiences to help create a poem</p> <p>I can list words and phrases or use a repeating pattern or line</p> <p>I can organise sentences into a riddle format</p> <p>I can say outloud what I am going to write about</p> <p>I can compose a sentence orally before writing it</p> <p>I can sequence sentences to form short poems</p>	<p>I can use onomatopoeic words</p> <p>I can use rhyming words</p>	<p>I can use capital letters in my poems</p> <p>I can use full stops in my poem</p> <p>I can use exclamation marks</p> <p>I can use question marks within my poem</p> <p>I can leave finger spaces between words</p> <p>I can join words and clauses using and</p> <p>I can use Capital letters for names of people, places, days of the week and the personal pronoun I.</p>	<p>Rhyme</p> <p>Rhythm</p> <p>Line breaks</p> <p>Pattern</p> <p>Repetition</p> <p>Syllable</p> <p>Alliteration</p> <p>Onomatopoeia</p>

Year Two

Text Structure	Sentence Construction	Word/language	Punctuation	Vocabulary
<p>I can write a simple alliterative poem</p> <p>I can write a riddle</p> <p>I can write my own acrostic poem</p> <p>I can create a shape poem</p> <p>I can plan and say out loud what I am going to write about within my poem</p> <p>I can make simple additions, revisions and corrections to my writing/poem</p> <p>I can evaluate my writing with the teacher and other pupils</p>	<p>I can write/create a pattern or shape on the page; using simple repeating phrases or lines as models</p> <p>I can organise my sentences to be more specific as they progress</p> <p>I can write down key ideas and/or key words, including new vocabulary – encapsulating what I want to say sentence by sentence</p> <p>I can re-read my writing to check that it makes sense.</p>	<p>I can use similes in my poetry</p> <p>I can use adjectives in my poetry</p> <p>I can use common homophones in my poems</p> <p>I can use expanded noun phrases to expand and specify</p> <p>I can use past and present tenses correctly</p> <p>I can use subordination and coordination</p> <p>I can experiment with alliteration to create humorous and surprising combinations</p> <p>I can make adventurous word choices to describe closely observed experiences</p>	<p>I can use capital letters in my poem</p> <p>I can use full stops within my poetry</p> <p>I can use exclamation marks</p> <p>I can use commas where necessary in my poems</p> <p>I can use question marks within my poems</p> <p>I can end my riddle with a question sentence</p>	<p>Simile</p> <p>Personification</p> <p>Stanza</p> <p>Haiku</p> <p>Rhyming couplet</p> <p>Concrete poem</p>

Non Chronological Progression

Year One

Text Structure	Sentence Construction	Word/Language	Punctuation	Vocabulary
<p>I can assemble information from my own experience.</p> <p>I can write a simple list for planning and reminding</p> <p>I can convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding</p> <p>I can choose what to write about and orally rehearse, plan and write about it</p> <p>I can write simple sentences to explain a simple process based on first hand experiences</p> <p>I can write simple examples of persuasion (e.g. in the form of a letter to a character in a book)</p> <p>I can write a simple letter</p>	<p>I can write simple captions</p> <p>I can use simple sentences to describe</p> <p>I know labels are short and informative</p> <p>I know that a line of writing is not necessarily the same as a sentence</p> <p>I can demarcate sentences, captions and lists in an appropriate way</p> <p>I can write an introduction</p> <p>I can write my own questions and record answers</p> <p>I can write the date of a letter</p>	<p>I can use the correct language for my non chronological writing</p> <p>I can write labels</p> <p>I can decide if it is appropriate to write with formal or informal language in a letter</p> <p>I can write a greeting in a letter using the appropriate language</p> <p>I can sign off a letter using the appropriate language</p>	<p>I can use a full stop when needed</p> <p>I can start each sentence with a capital letter</p> <p>I can show finger spaces that are the correct size for my writing</p> <p>I can use a question mark to demarcate a question sentence</p>	<p>Title/Heading</p> <p>Subtitle/subheading</p> <p>Introduction</p> <p>Facts</p> <p>Non-Chronological</p> <p>Sender</p> <p>Recipient</p> <p>Informal language</p> <p>Formal language</p> <p>First Person</p>

Year Two

Text Structure	Sentence Construction	Word/language	Punctuation	Vocabulary
<p>I can write simple information texts incorporating labelled pictures and diagrams, charts and lists as appropriate</p> <p>I can assemble information on another subject and use the text as a template for writing a report.</p> <p>I can write simple information texts incorporating lists using comma's</p> <p>I can write non-chronological reports based on the structure of known texts.</p> <p>I can write persuasive texts linked with topics relevant to my experiences, motivations (e.g. persuasive letter, presentation to class, letter to a character from a text)</p>				

Chronological Progression

Year One

Text Structure	Sentence Construction	Word/Language	Punctuation	Vocabulary
<p>I can follow written instructions</p> <p>I can contribute to a class composition of instructions with the teacher scribing</p> <p>I can write instructions independently for a task I have completed/know how to complete</p>	<p>I can write simple command sentences in chronological order</p>	<p>I can use 'bossy verbs' in my instructions</p>	<p>I can use a capital letter and full stop in a command sentence correctly</p>	<p>Instructions</p> <p>Chronological (In time order)</p> <p>Bossy (imperative) verbs (Verbs which tell the reader to do something)</p> <p>Title/Heading (The name of the piece of work)</p> <p>Photographs</p> <p>Command sentence (A sentence telling you to do something)</p>

Year Two

Text Structure	Sentence Construction	Word/language	Punctuation	Vocabulary
<p>I can analyse some instructional texts and, note their function, form and typical language features; statement of purpose, List of materials or ingredients, sequential steps, Direct/imperative language, use of adjectives and adverbs</p>	<p>I can order the commands in chronological order using adverbials and time connectives used in command sentences</p>	<p>I can identify an imperative verb in a command and describe what an imperative (bossy verb) is</p> <p>I can write an alternative imperative verb in a command sentence</p>	<p>I can punctuate my command sentences appropriately</p>	<p>Imperative verbs (verbs which tell the reader to do something)</p> <p>Time conjunctions/ adverbials (First, then, next, before, finally, etc.)</p> <p>Sub Heading (smaller title)</p>

<p>limited to giving essential information</p> <p>I can use simple diagrams in instructions e.g. drawing and labelling diagrams as part of a set of instructions</p> <p>I can write clear written instructions using correct devices to aid the reader</p> <p>I can write a set of instructions in chronological order using command sentences and time adverbials</p>		<p>I can write clear written instructions using the correct register</p>		<p>Method (how to do something)</p> <p>Bullet points (dot per line in a list)</p> <p>Diagram (Picture/drawing with labels and captions)</p> <p>Sections (writing in smaller parts broken into writing of the same thing)</p>
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Transcription Progression

Year One

Secure with phonics up to Phase 5 (See phonics implementation document)

Spell common exception words and the days of the week

Name the letters of the alphabet in order

using letter names to distinguish between alternative spellings of the same sound

Use regular plural nouns suffixes -s or -es

Use suffixes that can be added to verbs where no change is needed in the spelling of the root word using -ing, -ed, er and -est (e.g. help, helped, helper, eating, quicker, quickest)

Understand how the prefix un changes the meaning of the verbs and adjectives

Write from memory simple sentences dictated by the teacher

Using the prefix un

Year Two

Secure with phonics up to Phase 6 (See phonics implementation document)

Form nouns and adjectives using suffixes e.g. -ness, -er

Form compound words

Know some common homophones and begin to distinguish between homophones and near homophones

Use suffixes to change adjectives into adverbs (e.g. -ment, -less, -ness, -ful, -ly)

Use the suffixes -er and -est to create adjectives

Write from memory simple sentences dictated by the teacher including correct punctuation

Grammar, Vocabulary and Punctuation Progression

Year One

Compose a sentence that is grammatically accurate

Use a capital letter for names of people, places, the days of the week, and the personal pronoun I

Use of finger spaces

Begin to punctuate sentences using: capital letters, full stops, question marks, exclamation marks

Use 'and' to join words and clauses

Use standard verb forms e.g. go/went

Year Two

Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently.

Use commas in lists

Uses apostrophes for omission

Subordination – when, if that, because

Co-ordination – or, and, but

Expanded noun phrases to describe and specify e.g. the blue butterfly

Understand: statement, questions, exclamation and command sentences

Present and past tense correctly and consistently used in writing

Progressive form of verbs in present and past tense

Writing under headings (as an introduction to paragraphs)