

Progression in Writing at High View

Year R	Year 1	Year 2
40-60 months	Working Towards the Expected Standard	Working Towards the Expected Standard
Gives meaning to marks they make as they draw, write and paint	say out loud what they are going to write about	write sentences that are sequenced to form a short narrative (real or fictional)
To continue a rhyming string	write a single sentence demarcated with capital letters and full stops	demarcate some sentences with capital letters and full stops
To hear and say the initial sound in words	segment many spoken words into phonemes and represent these by graphemes	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
To segment the sounds in simple words and blend them together	spell some common exception words	spell some common exception words
To link sounds to letters, naming and sounding the letters of the alphabet	begin to form lower-case letters in the correct direction, starting and finishing in the right place	form lower-case letters in the correct direction, starting and finishing in the right place
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence	recognise where spaces between words have been missed	form lower-case letters of the correct size relative to one another in some of their writing
Writes own name and other things such as labels,captions and short sentences in meaningful contexts		use spacing between words
ELG Expected	Working at the Expected Standard	Working at the Expected Standard
Children use their phonic knowledge to write words in ways which match their spoken sounds	read own writing aloud clearly for others to hear and discuss	write simple, coherent narratives about personal experiences and those of others (real or fictional)
They also write some irregular common words	orally rehearse sentences and sequence them to form short narratives	write about real events, recording these simply and clearly

They write simple sentences which can be read by themselves and others	join words and clauses with the conjunction 'and'	demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
Some words are spelt correctly and others are phonetically plausible	use past, present and future tense accurately in speech and begin to incorporate these in their writing.	use present and past tense mostly correctly and consistently
Uses correct letter formation with good pencil control	demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark	use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
	spell some Year 1 common exception words and the days of the week	segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
	segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way	spell many common exception words
	form many letters and digits correctly, with some difference between upper and lower-case letters.	form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
	use spaces between words	use spacing between words that reflects the size of the letters
ELG Exceeding	Working at Greater Depth (+all of Working at the Expected Standard)	Working at Greater Depth (+all of Working at the Expected Standard)
Uses the key features of narrative in own writing	begin to write effectively and coherently for different purposes	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
	join words and clauses with a variety of commonly used conjunctions(e.g. and, but, because)	make simple additions, revisions and proof-reading corrections to their own writing
	use capital letters and full stops mostly correctly	use the punctuation taught at key stage 1 mostly correctly
Can spell phonically regular words of more than 1 syllable as well as many irregular but high frequency words	spell most Year 1 common exception words accurately and make phonically-plausible attempts at spelling unfamiliar words	spell most common exception words
	form most letters correctly	add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)
		use the diagonal and horizontal strokes needed to join some letters

