

English – Writing Ladder of Progression: Reception

3 and 4-year olds	EYFS Writing ELG	Year 1
- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Writing - Transcription Spell: <u>words containing each of the 40+ phonemes already taught</u> - common exception words - the days of the week Name the letters of the alphabet: <u>naming the letters of the alphabet in order</u> - using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - using the prefix un– - 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] - Apply simple spelling rules and guidance, as listed in English Appendix 1 <u>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</u>
- 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.	Write recognisable letters, most of which are correctly formed.	Writing – Handwriting and presentation - Sit correctly at a table, holding a pencil comfortably and correctly. <u>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</u> - Form capital letters. - Form digits 0-9. - Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

	Write simple phrases and sentences that can be read by others.	Writing - Composition Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it <u>sequencing sentences to form short narratives</u> <u>re-reading what they have written to check that it makes sense</u> - Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.
	* FOR EXAMPLE, PUPILS CAN: <i>write own name, beginning with a capital letter</i> <i>dictate and begin to write simple sentences</i> <i>retell and begin to write simple narratives and recounts and poems</i> <i>begin to use some story language, such as 'Once upon a time...'</i> <i>label information appropriately.</i>	* FOR EXAMPLE, PUPILS CAN: <i>begin to use words appropriate for different text forms, e.g. story, report, or simple instructions</i> <i>consider and select from alternative word choices, e.g. from a word bank</i> <i>be able to retell simple stories and write their own simple version</i> <i>produce writing that shows characteristics of the chosen form based on the structure of known texts</i> <i>write sentences in the order that they have been planned</i> <i>write stories and recounts with a basic beginning, middle and ending</i> <i>write simple instructions in correct order</i> <i>re-read during and after writing and make simple changes with support.</i>
		Writing - Vocabulary, Grammar and Punctuation Develop their understanding of the concepts set out in English Appendix 2 by: - leaving spaces between words - joining words and joining clauses using and <u>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</u> - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

		• learning the grammar for year 1 in English Appendix 2 • Use the grammatical terminology in English Appendix 2 in discussing their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
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