



# William Martin Schools and Nursery & St James' Church of England Primary School



## Writing Progression

KPIs from Year 1 that will need to be covered in addition to the Year 2 curriculum:

Spell many phonetically regular words correctly using phonetic knowledge from phases 2-5 in independent writing	<b>On most occasions:</b> Use a capital letter in one, or more, sentences correctly. Use a full stop in at least 2 correct places in a passage of writing.	Use coordination (and)	Most lower-case letters correctly formed and orientated
Spell most common exception words for yr 1	Use a capital letter for personal pronoun I and for people's names	Sequence sentences to form a short narrative.	Form most capital letters correctly Form the digits 0-9 correctly

KPIs are written in red.

Assessment period	Year 2		
	Transcription/grammatical features	Composition	
Autumn	Sp	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these using graphemes, spelling some correctly</li> <li>Spell some common exception words from the Year 2 word list</li> </ul> <p><b>In specific spelling activities, spell by:</b></p> <ul style="list-style-type: none"> <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 more words with contracted forms.</li> </ul>	<ul style="list-style-type: none"> <li>Plan or say out loud what they are going to write about.</li> <li>Retell a familiar story in a sequence of sentences.</li> <li>Encapsulate what they want to say sentence by sentence.</li> </ul>
	P	<ul style="list-style-type: none"> <li>Demarcate many sentences with capital letters and full stops.</li> <li>Use exclamation marks and question marks correctly and when appropriate on some occasions.</li> </ul>	
	G	<ul style="list-style-type: none"> <li>Use coordination (and, or, but)</li> </ul>	
	H	<ul style="list-style-type: none"> <li>All letters correctly formed and orientated</li> <li>Use spacing that reflects the size of the letters</li> </ul>	



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Spring	Sp	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these using graphemes, spelling many correctly</li> <li>Spell many common exception words from the Year 2 word list</li> </ul> <p><b>In specific spelling activities, spell by:</b></p> <ul style="list-style-type: none"> <li>learning to spell more words with contracted forms.</li> <li>learning the possessive apostrophe (singular)</li> <li>distinguishing between homophones and near homophones.</li> <li>Use suffixes to spell longer words, including -ment, -ness, -ful, -less and -ly</li> </ul>	<ul style="list-style-type: none"> <li>Start to develop stamina by writing for a range of purposes, including narratives, poetry and real events.</li> <li>Re-read their writing to check that it makes sense, including checking that verbs are used in a continuous form.</li> <li>Evaluate their writing with the teacher and other children.</li> <li>Begin to proof read writing to check for errors in spelling, grammar and punctuation.</li> </ul>
	P	<ul style="list-style-type: none"> <li>Demarcate most sentences with capital letters and full stops.</li> <li>Use question marks and exclamation marks correctly on many occasions</li> <li>Use commas in lists</li> <li>Use apostrophes for contracted forms and the possessive (singular)</li> </ul>	
	G	<ul style="list-style-type: none"> <li>Maintain appropriate verb tense in short pieces of writing (6-8 sentences)</li> <li>Use some expanded noun phrases to describe and specify</li> <li>Use some subordination (when, if, that, because)</li> </ul>	
	H	<ul style="list-style-type: none"> <li>Start to use some of the diagonal and horizontal strokes needed to join letters.</li> <li>Begin to understand which letters, when adjacent to each other are best left unjoined.</li> </ul>	



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<b>Summer</b>	Sp	<ul style="list-style-type: none"> <li>segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>spell many common exception words</li> </ul> <p><b>In specific spelling activities, spell by:</b></p> <ul style="list-style-type: none"> <li>-learning to spell more words with contracted forms.</li> <li>-learning the possessive apostrophe (singular)</li> <li>-distinguishing between homophones and near homophones.</li> <li>-Use suffixes to spell longer words, including -ment, -ness, -ful, -less and -ly</li> </ul> <ul style="list-style-type: none"> <li>spell most common exception words</li> <li>add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</li> </ul>	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>write about real events, recording these simply and clearly</li> </ul> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>make simple additions, revisions and proof-reading corrections to their own writing</li> </ul>
	P	<ul style="list-style-type: none"> <li>demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>use the punctuation taught at key stage 1 mostly correctly</li> </ul>	
	G	<ul style="list-style-type: none"> <li>use present and past tense mostly correctly and consistently</li> <li>use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /because) to join clauses</li> </ul>	
	H	<ul style="list-style-type: none"> <li>form 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> <li>use the diagonal and horizontal strokes needed to join some letters.</li> </ul>	
<b>Guidance for Assessing Greater Depth:</b>	<ul style="list-style-type: none"> <li>Pupils may be awarded greater depth if they securely meet all of the criteria for transcription and composition each term and if they achieve those in green by the end of the year (as set out in the KS1 Writing Assessment Framework).</li> <li>Pupils must also begin to show narrative flair and attempt to use more adventurous language in their work.</li> <li>Spelling should be secure and mistakes limited to more difficult, uncommon words</li> </ul>		