



Progression in Skills Curriculum Map for Writing in Year 1 and 2

	Year 1	Year 2
Transcription	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught. • Spell common exception words. • Spell common exception words. • Spell the days of the week. • Naming the letters of the alphabet in order. • Using letter names to distinguish between alternative spellings of the same sound. • Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. • Add prefixes using the prefix un-. • Add suffixes 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 year 1 spelling rules and guidance. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • 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. • Learning to spell common exception words. • Learning to spell more words with contracted forms. • Learning the possessive apostrophe (singular) [for example, the girl's book]. • Distinguishing between homophones and near-homophones. • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • Apply year 2 spelling rules and guidance. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • 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.. 	<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.

Composition	<ul style="list-style-type: none"> • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Sequencing sentences to form short narratives. • Re-reading what they have written to check that it makes sense. • 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. 	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional). • Writing about real events. • Writing poetry. • Writing for different purposes. • Planning or saying out loud what they are going to write about. • Writing down ideas and/or key words, including new vocabulary. • Encapsulating what they want to say, sentence by sentence. • Evaluating their writing with the teacher and other pupils. • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. • Read aloud what they have written with appropriate intonation to make the meaning clear.
Vocabulary Grammar Punctuation	<ul style="list-style-type: none"> • Leaving spaces between words. • Joining words and joining clauses using 'and'. • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun. • Understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper]. • Understanding how the prefix un- changes the meaning of verbs and adjectives. • Understanding how words can combine to make sentences • Use year 1 grammatical terminology in English Appendix 2 in discussing their writing. 	<ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks • Learning how to use commas for lists. • Learning how to use apostrophes for contracted forms and the possessive (singular). • Sentences with different forms: statement, question, exclamation, command. • Expanded noun phrases to describe and specify [for example, the blue butterfly]. • The present and past tenses correctly and consistently including the progressive form. • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). • Understanding the formation of nouns using suffixes such as -ness, -er and compounding [e.g. whiteboard, superman] • Understanding the formation of adjectives using suffixes such as -ful, -less. • Understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs. • Use and understand the year 2 grammatical terminology in English Appendix 2 in discussing their writing.