



Pathways to Write

Progression in Mastery: EYFS to KS1

ELG	3-and 4- year-olds	Children in reception	NC focus	Year 1	Year 2
Writing	Use some of their print and letter knowledge in their early writing	Spell words by identifying the sounds and then writing the sound with letters		Grammar - Word Use plural noun suffixes -s and -es Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un-	Form nouns using suffixes such as <i>-ness</i> , <i>-er</i> and by compounding [for example, <i>whiteboard</i> , <i>superman</i>] Form adjectives using suffixes such as <i>-ful</i> , <i>-less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use the suffixes <i>-er</i> , <i>-est</i> in adjectives and use <i>-ly</i> in Standard English to turn adjectives into adverbs
Communication and Language		Use new vocabulary in different contexts (communication and language) Describe events in some detail (communication and language)		Grammar - Sentence Cohesion: Detail	Write expanded noun phrases for description and specification [for example, <i>the blue butterfly</i> , <i>plain flour</i> , <i>the man in the moon</i>]
Writing Communication and Language	Write some or all of their name	Connect one idea or action to another using a range of connectives (Communication and language)		Grammar - sentence Cohesion: Varying sentence types	Use subordination (using <i>when</i> , <i>if</i> , <i>that</i> , <i>because</i>) and co-ordination (using <i>or</i> , <i>and</i> , <i>but</i>) Write sentences with different forms: Statement, question, exclamation or command

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Communication and Language	Develop their communication of irregular tenses and plurals (communication and language)			Grammar Cohesion: Tenses		Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Writing		Write short sentences with words with known sound-letter correspondences using a capital letter and full stop		Grammar - Punctuation	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]

Writing Composition

	3- and 4- year-olds	Children in reception	Year 1	Year 2
	<p>Write some letters accurately</p> <p>Use some of their print and letter knowledge in their early writing</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>Understand 'why' questions (communication and language)</p>	<p>Re-read what they have written to check that it makes sense</p> <p>Form lower-case and capital letters correctly</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (communication and language)</p> <p>Articulate their ideas and thoughts in well-formed sentences (communication and language)</p>	<p><u>Write sentences:</u> Say out loud what is going to be written about</p> <p>Compose a sentence orally before writing it</p> <p>Sequence sentences to form short narratives</p> <p>Re-read and check sense</p> <p>Discuss what has been written with the teacher or other pupils</p> <p>Read writing aloud clearly enough to be heard by peers and the teacher</p>	<p><u>Develop positive attitudes towards and stamina for writing:</u> Write narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p> <p>Plan or say out loud what is going to be written about</p> <p>Write down ideas, key words, new vocabulary</p> <p>Encapsulate what is to be written, sentence by sentence</p> <p><u>Make simple additions, revisions and corrections:</u> Evaluate writing with the teacher and other pupils</p> <p>Re-read to check sense</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Read aloud with intonation</p>