



Learning Together, Success Forever

Writing Progression at Manor Park

	F1	F2	Year 1	Year 2
Transcription	<ul style="list-style-type: none"> • enjoy songs and rhymes tuning in and paying attention • joining in with songs and rhymes and copying sounds, rhythms, tunes and tempo • notice some print, such as the first letter of their name, a bus, door number or familiar logo • understand the five key concepts of print -Print has meaning -Print can have different purposes -We read English from left to right and from top to bottom • develop their phonological awareness so that they can spot and suggest rhymes • count or clap syllables in words 	<ul style="list-style-type: none"> • understand the five key concepts of print -Print has meaning -Print can have different purposes -We read English from left to right and from top to bottom • develop their phonological awareness so that they can spot and suggest rhymes • spell words by identifying the sounds and the writing the sounds with the letter 	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • 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 • apply simple spelling rules and guidance from Appendix 1 	<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 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms



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	<ul style="list-style-type: none"> • recognise words with the same initial sound 		<ul style="list-style-type: none"> • 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"> • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Handwriting	<p>F1</p> <ul style="list-style-type: none"> • enjoy drawing freely • add some marks to their drawings, which they give meaning to. E.g. That says mummy. • write some letters accurately • show a preference for a dominant hand • starting to confidently use their core muscle strength to achieve a good posture when sitting at a table or sitting on a floor 	<p>F2</p> <ul style="list-style-type: none"> • form uppercase and lowercase letters correctly • use comfortable grip with good control when holding pens and pencils • develop their small motor skills so that they can use a range of tools (including writing equipment) safely and competently • use their core muscle strength to achieve a good 	<p>Year 1</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lowercase 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’ and to practise these 	<p>Year 2</p> <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 un-joined • write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters • use spacing between words that reflects the size of the letters



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	<ul style="list-style-type: none"> • begin to develop their small motor skills so that they can use a range of tools (including writing equipment) safely and competently 	posture when sitting at a table or sitting on a floor <ul style="list-style-type: none"> • develop the foundations of a handwriting style which is fast, accurate and efficient 		
Composition (including planning, drafting, editing and performing)	F1 <ul style="list-style-type: none"> • say some words in songs and rhymes • sing songs and say rhymes independently • repeat words and phrases from familiar stories • notice some print, such as the first letter of their name, a bus, door number or familiar logo • make marks on their picture to stand for their name • understand the five key concepts of print -Print has meaning -Print can have different purposes -We read 	F2 <ul style="list-style-type: none"> • write short sentences with words with known lettersound correspondences. • reread what they have written to check that it makes sense • use some of their print and letter knowledge in their early writing e.g captions and phrases • write some or all of their name • writing a growing number of letters accurately – in line with school's phonics programme 	Year 1 <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 their writing aloud clearly enough to be heard by their peers and the teacher 	Year 2 <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 • rereading to check that their writing makes sense and that verbs to indicate time are used correctly



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	<p>English from left to right and from top to bottom</p> <ul style="list-style-type: none"> • engage in extended conversations about stories learning new vocabulary • use some of their print and letter knowledge in their early writing e.g writing a pretend shopping list • write the initial sound their name • write some letters accurately 	<ul style="list-style-type: none"> • identify new vocabulary specific before planning activities. • use new vocabulary throughout the day. • ask questions to find out more. • describe events in some detail. • develop social phrases e.g. talk routines like “Good Morning,” • engage in story times. • listen to and talk about stories to build familiarity and understanding. • retell the story, once that have developed a deep familiarity with the text, some as exact repetition and some in their own words. • engage in non- fiction book 		<p>and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> • proofreading to check for errors in spelling, grammar and punctuation • read aloud what they have written with appropriate intonation to make the meaning clear
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		<ul style="list-style-type: none"> • listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 		
Grammar and punctuation	<p>F1</p> <ul style="list-style-type: none"> • show an awareness of a capital letter and full stop in books and modelled writing. 	<p>F2</p> <ul style="list-style-type: none"> • write short sentences with words with known sound letter correspondences using a capital letter and full stop 	<p>Year 1</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using coordinating conjunction "and" • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces 	<p>Year 2</p> <ul style="list-style-type: none"> • expanded noun phrases to describe and specify • joining words and joining clauses using coordinating conjunction 'and', 'so', 'but' • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, or



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			<p>ccc capital letters for names and pronoun 'I'</p> <ul style="list-style-type: none"> • 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' 	<p>because) and coordination (using so, and, or but)</p> <ul style="list-style-type: none"> • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession • Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
Key Terminology	Story, rhyme	letter, capital letter (for sentence starters) full stop, sentence	Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma