











Fakenham Infant and Nursery School

Progression in Writing Skills

1. Pre Writing Skills

Before learning to write letters, a child needs to master pre writing shapes. Pre writing shapes are basic shapes which are used in the formation of most letters and numbers and are typically mastered in sequence.

vertical line 	horizontal line 	circle shape 	cross shape 
square shape 	right/left diagonal line 	x shape 	triangle shape 
1-2 years:	<ul style="list-style-type: none">• Randomly scribbles• Spontaneously scribbles in vertical/horizontal and/or circular direction• Imitates a horizontal/vertical/circular direction		
2-3 years	<ul style="list-style-type: none">• Imitates a horizontal line		

	<ul style="list-style-type: none"> • Imitates a vertical line • Imitates a circle
3-4 years	<ul style="list-style-type: none"> ▪ Copies a horizontal line ▪ Copies a vertical line ▪ Copies a circle ▪ Imitates + ▪ Imitates / and \ ▪ Imitates a square
4-5 years	<ul style="list-style-type: none"> • Copies a + • Traces a line • Copies a square • Copies a / and \ • Imitates X • Imitates Δ • Grasps pencil in writing position

2. Focus on writing the child's name
Reinforce correct letter formation for their name

Trace	The teacher uses a highlighter for the child to trace over the letters.
Copy	The child uses a name card to support writing their name.
Write	The child can independently write their name without reliance on a name card.

3. Cut up sentences

<p>The child tells the teacher the sentence. The teacher writes the sentence and cuts the words up. Then the child uses initial sounds to order the words to form a sentence.</p> <p>The child will draw a picture to match their news.</p>		<p>HFW</p> <p>Red words linked to RWI ditty level</p>
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4. Attempting initial sounds and 'I'

<p>The child can write "I" independently and attempts initial sounds of other words. The adult may finish the word off. The child may begin to use known sounds to write simple words and then sentences.</p> <p>Drawings should be showing improvements.</p>	<p>I went to the park.</p>	<p>HFW</p> <p>Children will be beginning to learn HFW linked to ditty, green and purple RWI level all set 1 sounds.</p>
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5. Simple sentences and using CVC words

The child is writing up to three simple sentences. The child will be attempting CVC, CCVC and CVCC words. They will be aware of nouns and adjectives. The child will draw more detailed pictures to match their news. Focus on capital letters and full stops.

I went to the pok. I fed the ducks.

HFW

Children will need to know HFW linked to ditty, green and purple RWI level all set 1 sounds. They will begin to know sets RWI set 2 sounds and RWI red words linked to pink and orange level.

6. Sequencing writing using adverbials – E.g. First, Next, Then, Finally

The children are writing using adverbials to sequence their writing. They are aware of and using nouns and adjectives. Continued focus will be on capital letters and full stops.

**First I went to the park.
Next I fed the ducks. Then
I plaid on the swings.
Finally I went hom.**

HFW

The children will build their bank of HFW linked to RWI set 3 sounds and RWI red words linked to yellow, blue and grey levels.

Word banks will be used to support vocabulary development and writing.

Year One Writing Skills		
Working Below Expected	Expected	Greater Depth
<ul style="list-style-type: none"> • Write sentences that are sequenced to form a short narrative (real or fictional) with support. • An awareness of capital letters, finger spaces and full stops. • Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others. • Spell some common exception words for year one. 	<ul style="list-style-type: none"> • Joining words and joining clause using 'and'. • Leaving spaces between words • Beginning to punctuate sentences with a capital letter and a full stop • Beginning to punctuate sentences with a question mark or an exclamation mark in some writing. • Using a capital letter for names of people, places, days of the week and the personal pronoun 'I'. • Using simple adjectives to add description. • Using present and past tense with some accuracy. • Spell many of the common exception words for year one. • Write sentences that are sequenced to form a short narrative (real or fictional) • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 	<ul style="list-style-type: none"> • Use the punctuation taught in year one mostly correctly. • Add suffixes to spell most words correctly in their writing e.g. ing, ed, er, est where no change is needed to the root word. • Using s/es for plural nouns • Using the prefix un – unkind, unhappy • Spell most of the common exception words for year one. • Can spell the days of the week • Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • Use present and past tense mostly correctly and consistently

Year Two Writing Skills (Assessment for end of year)

Working Towards Expected	Expected	Greater Depth
<ul style="list-style-type: none"> • write sentences that are sequenced to form a short narrative (real or fictional) • demarcate some sentences with capital letters and full stops • segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • spell some common exception words* • form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • Use spacing between words. 	<ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words* • form 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. 	<ul style="list-style-type: none"> • write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • make simple additions, revisions and proof-reading corrections to their own writing • use the punctuation taught at key stage 1 mostly correctly^ • spell most common exception words* • add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)* • use the diagonal and horizontal strokes needed to join some letters.