

Danson Primary School - Writing EYFS & KS1

	EYFS	Year 1 Review EYFS	Year 2 Review Year 1
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Handwriting	<p>Three and Four Year Olds</p> <ul style="list-style-type: none"> ◆ Use large muscle movements to wave flags and streamers, paint and make marks. ◆ Use one-handed tools and equipment, for example, making snips in paper with scissors. ◆ Use a comfortable grip with good control when holding pens and pencils. ◆ Shows a preference for a dominant hand. <p>Reception</p> <ul style="list-style-type: none"> ◆ Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ◆ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ◆ Develop the foundations of a handwriting style which is fast, accurate and efficient. <p>Early Learning Goals</p> <ul style="list-style-type: none"> ◆ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<ul style="list-style-type: none"> ◆ Use appropriate finger spacing in their writing. ◆ Position their writing appropriately on the page (i.e., writing sits on the line) ◆ Always write from left to right and from top to bottom. ◆ Sit correctly at a table, holding a pencil comfortably and correctly. 	<ul style="list-style-type: none"> ◆ Use spacing between words that reflects the size of the letters.
	<p>Three and Four Year Olds</p> <ul style="list-style-type: none"> ◆ Writes some letters accurately. <p>Reception</p> <ul style="list-style-type: none"> ◆ Form lower case and capital letters correctly. <p>Early Learning Goals</p> <ul style="list-style-type: none"> ◆ Write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> ◆ 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 practise these. ◆ Use spacing between words that reflects the size of the letters. ◆ Use a pre-cursive handwriting style. 	<ul style="list-style-type: none"> ◆ Form lower-case letters of the correct size relative to one another. ◆ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. ◆ Use 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 in a cursive style.
Phonics and whole word spelling	<p>Three and Four Year Olds</p> <ul style="list-style-type: none"> ◆ Use some of their print and letter knowledge in their early writing. For example: writing a pretend 	<ul style="list-style-type: none"> ◆ Spell words containing each of the 40+ phonemes taught. ◆ Spell common exception words. 	<ul style="list-style-type: none"> ◆ Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.

	<p>shopping list that starts at the top of the page; write 'm' for mummy.</p> <ul style="list-style-type: none"> ◆ Write some or all of their name <p>Reception</p> <ul style="list-style-type: none"> ◆ Spell words by identifying the sounds and then writing the sound with the letter/s. ◆ Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. ◆ Spell words by identifying sounds in them and representing the sounds with a letter or letters. 	<ul style="list-style-type: none"> ◆ To spell words ending in -y e.g. happy ◆ To spell words with 'tch' e.g. fetch ◆ To spell words with 'v' e.g. have, live ◆ Spell the days of the week. ◆ Name the letters of the alphabet in order. ◆ Use letter names to distinguish between alternative spellings of the same sound. 	<ul style="list-style-type: none"> ◆ Learn 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. ◆ Learn to spell common exception words. ◆ Distinguish between homophones and near homophones.
Other word building spelling		<ul style="list-style-type: none"> ◆ Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. ◆ Use the prefix -un to change the meaning of words. ◆ Use -ing, -ed, -er and -est where no change is needed in the spelling of root words. ◆ To divide words into syllables. ◆ To spell compound words. ◆ Apply simple spelling rules and guidance from Appendix 1. 	<ul style="list-style-type: none"> ◆ Add suffixes to spell longer words, including -ment, -ness, -ful, -less and -ly ◆ Spell words with contracted forms using an apostrophe. ◆ Spell words with an apostrophe to show singular possession. ◆ Apply spelling rules and guidelines from Appendix 1.
Transcription		<ul style="list-style-type: none"> ◆ Write from memory simple sentences dictated by the teacher that include words using the GPCs (Grapheme Phoneme Correspondence) and common exception words taught so far. 	<ul style="list-style-type: none"> ◆ Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Punctuation	<ul style="list-style-type: none"> ◆ Start to use finger spaces so my simple phrases and sentences can be read by others. ◆ Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> ◆ Use capital letters for names of people, places, the days of the week and for the personal pronoun 'I' ◆ Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. 	<ul style="list-style-type: none"> ◆ 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 contracted words. ◆ Use apostrophes to mark singular possession in nouns.
Text Construction at Sentence Level	<p>Reception</p> <ul style="list-style-type: none"> ◆ Connect one idea to another using a range of connectives. <p>Early Learning Goals</p> <ul style="list-style-type: none"> ◆ Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> ◆ Join words and clauses using the conjunction 'and'. ◆ Compose sentences orally and write them down, recognising sentence boundaries in spoken sentences. ◆ To use sentences with different forms in their writing (statements, questions, exclamations and commands). ◆ Use adjectives to describe a noun. ◆ To begin to use imperative sentences in instructions. 	<ul style="list-style-type: none"> ◆ Use appropriate subordinating and coordinating conjunctions. ◆ Use sentences with different forms and recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. ◆ Draw on and use new vocabulary from their reading, discussions around it and from wider experiences. ◆ Use expanded noun phrases to describe and specify. ◆ To construct similes using 'like'.

		<ul style="list-style-type: none"> ◆ Begin to use some of the distinctive features of Standard English in my writing. ◆ Use and understand grammatical terminology when discussing writing. 	<ul style="list-style-type: none"> ◆ To use time prepositions. ◆ To use some of the features of standard English. ◆ Use and understand grammatical terminology when discussing writing.
Conjunctions and Adverbials	<ul style="list-style-type: none"> ◆ Once upon a time, Then, So, And, But, Next, In the end 	<ul style="list-style-type: none"> ◆ Now, Soon, First, After that, One day/night, Suddenly, On Tuesday/Sunday, etc. 	<ul style="list-style-type: none"> ◆ As, Or, If, Because, Until, When, That
Text Construction at Text Level	<ul style="list-style-type: none"> ◆ Retell (and adapt) stories and narratives using their own words and sometimes as exact repetition. ◆ Recognise the features of some forms of writing e.g. stories and poems. 	<ul style="list-style-type: none"> ◆ Begin to write about more than one idea. ◆ To sequence sentences to form short narratives. ◆ Begin to group related ideas. ◆ Begin to use simple sentences to record their orally invented stories, supported by simple conjunction prompts. 	<ul style="list-style-type: none"> ◆ Develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others - writing about real events - writing poetry - writing for different purposes ◆ Group related ideas. ◆ Use the present and past tenses correctly and consistently, including the progressive form.
Planning	<ul style="list-style-type: none"> ◆ Say out loud what they are going to write about. ◆ Compose a sentence orally before writing it. ◆ To recognise the features of some forms of writing, e.g. stories and poems 	<ul style="list-style-type: none"> ◆ Say out loud what they are going to write about. ◆ Compose a sentence orally before writing it. ◆ To recognise the features of different forms of writing, e.g. instructions, information books, stories and poems. 	<ul style="list-style-type: none"> ◆ To form what they want to say into a series of sentences by saying them aloud. ◆ To plan their writing by writing down key ideas and/or new vocabulary. ◆ To draw on their reading, discussion of books read, and wider experiences, to inform the vocabulary and grammar in their writing. ◆ To use drama and role play to develop and order their ideas through playing roles and improvising scenes in various settings. ◆ To recognise and consider the features of several different forms of writing, e.g. instructions, information books, stories and poems.
Evaluating and Editing	<ul style="list-style-type: none"> ◆ To discuss what they have written with the teacher or other pupils. ◆ Re-read what they have written to check that it makes sense. ◆ To understand that they can 'have another go' at writing a word or sentence upon re-reading and discussing their work. 	<ul style="list-style-type: none"> ◆ To discuss what they have written with the teacher or other pupils. ◆ To reread their writing to check it makes sense. ◆ To understand that they can 'have another go' at writing a word or composing a sentence, based on their developing understanding of phonics. 	<ul style="list-style-type: none"> ◆ To evaluate their writing with the teacher and other pupils. ◆ To reread to check that their writing makes sense and that the correct tense is used throughout. ◆ To proofread to check for errors in spelling, grammar and punctuation.
Performing Writing	<ul style="list-style-type: none"> ◆ To read aloud words and short sentences they have written. 	<ul style="list-style-type: none"> ◆ To read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> ◆ To read their work aloud using appropriate tones to make the meaning clear.
Grammatical Terminology	letter, capital letter, word, sentence, full stop	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,