



WRITING CURRICULUM MAP
SKILLS, KNOWLEDGE AND UNDERSTANDING
PROGRESSION- September 2023

Nursery- Two to Three Year Olds	Nursery- Three to Four Year Olds	Reception	Year 1	Year 2
<u>Spelling</u>				
		I can spell words by identifying the sounds and then writing the sound with letter/s. ELG- I can spell words by identifying sounds in them and representing the sounds with a letter or letters.	I can identify known phonemes in unfamiliar words.	I can segment spoken words into phonemes and record these as graphemes.
			I can use syllables to divide words when spelling.	I can identify phonemes in unfamiliar words and use syllables to divide words.
		ELG- I can spell words by identifying sounds in them and representing the sounds with a letter or letters.	I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.	I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
			I can use the spelling rule for adding 's' or 'es' for	I can spell longer words using suffixes such as

			verbs in the 3 rd person singular.	'ment', 'ness', 'ful', 'less', 'ly'.
			I can name all the letters of the alphabet in order.	
			I can use letter names to show alternative spellings of the same phoneme.	
				I can spell words with alternatives spellings, including a few common homophones.
<u>Handwriting</u>				
		I can hold a pencil effectively for writing.	I can sit correctly at a table, holding a pencil comfortably and correctly.	
	I can write some letters accurately.	I can form lower-case and capital letters correctly. ELG- I can write recognizable letters, most of which are correctly formed.	I can form lower case letters in the correct direction, starting and finishing in the right place.	I can form lower-case letters of the correct size relative to one another. I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
			I can form capital letters and digits 0-9.	

				I can begin to use some of the diagonal and horizontal strokes needed to join letters.
				I show that I know which letters are best left unjoined.
			I use spaces between words.	I use spacing between words that reflects the size of the letters.
Composition				
<p>I enjoy drawing freely.</p> <p>I add some marks to their drawings, which I give meaning to. For example: "That says mummy."</p> <p>I make marks on my picture to stand for their name.</p>	<p>I use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>I write some or all of my name.</p> <p>I write some letters accurately.</p>	<p>I can write short sentences with words with known letter-sound correspondence using a capital letter and full stop.</p> <p>ELG- Write simple words and phrases and sentences that can be read by others.</p>	<p>I can compose a sentence orally before writing it.</p>	<p>I am able to orally rehearse structured sentences or sequences of sentences</p>
		<p>ELG- Write simple words and phrases and sentences that can be read by others.</p>	<p>I can sequence sentences in chronological order to recount an event or experience.</p>	<p>I can write for different purposes, including real events</p> <p>I can write coherent narratives about personal experiences and those of others, both real and fictional</p>

				I write effectively and coherently for different purposes, drawing on my reading (GD)
		I can re-read what I have written to check that it makes sense.	I can re-read what I have written to check that it makes sense.	. I can evaluate my own writing independently, with friends and with an adult. I can make simple additions, revisions and proof-read to check for errors in my writing (GD)
			I leave spaces between words.	I can plan and discuss the content of writing and record my ideas.
			I know how the prefix 'un' can be added to words to change meaning.	.
			I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.	
<u>Grammar & Punctuation</u> <u>Sentence structure</u>				
			I can combine words to make a sentence.	I can say how the grammatical patterns in a sentence indicate its function.
			I can join two sentences using 'and' (because, but, so)	I can use subordination and co-ordination.

			I use noun phrases in my writing.	I can use expanded noun phrases.
<u>Text Structure</u>				
			I can sequence sentences to form a narrative.	I consistently use the present tense and past tense correctly.
				I can use the progressive forms of verbs in the present and past tense.
<u>Punctuation</u>				
			I can separate words using finger spaces.	
			<p>I can use capital letters to start a sentence.</p> <p>I can use capital letters for names and use 'I'</p>	I demarcate most sentences with capital letters and full stops and use capital letters for names of people, places, days of the week and the personal pronoun 'I'.
			I can use a full stop to end a sentence.	<p>I use the punctuation taught at KS1 correctly (GD)</p> <p>I can use commas to separate items in a list.</p>
			I can use a question mark.	I use question marks and exclamation marks correctly.

			I can use an exclamation mark.	
				I can use apostrophes to show where letters are missing and to mark singular possession in nouns.