WRITING CURRICULUM MAP

SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION

Nursery	Reception	Year 1	Year 2
Spelling			
		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.
		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 verbs in the 3rd person singular.	I can spell longer words using suffixes such as '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.

Handwriting			
I can attempt to write my own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes	I can use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	I can sit correctly at a table, holding a pencil comfortably and correctly.	
	I can begin to form recognisable letters independently.	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 show a preference for a dominant hand.	I can form capital letters and digits 0-9.	
	I can begin to use anticlockwise movement and retrace vertical lines.		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			

I can begin to make letter-type shapes to represent the initial sound of their name and other familiar words	I can use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences	I can compose a sentence orally before writing it.	I am able to orally rehearse structured sentences or sequences of sentences
I can show interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words	I can start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name		
I can imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right	I can begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together	I can sequence sentences in chronological order to recount an event or experience.	I can write for different purposes, including real events I can write coherent narratives about personal experiences and those of others, both real and fictional I write effectively and coherently for different purposes, drawing on my reading (GD)
I can sometimes give meaning to their drawings and paintings	I can give meaning to the marks I make as they draw, write, paint and type using a keyboard or touchscreen technology	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 can ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves		I leave spaces between words.	I can plan and discuss the content of writing and record my ideas.
I can include mark making and early writing in their play.		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.	
Grammar & Punctuation Sentence structure			
		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.
Text Structure			
		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.
Punctuation			
		I can separate words using finger spaces.	
		I can use capital letters to start a sentence.	I demarcate most sentences with capital letters and fulls stops and use capital letters for names of

		I can use capital letters for names and use 'I'	people, places, days of the week and the personal pronoun 'I'.
		I can use a full stop to end a sentence.	I use the punctuation taught at KS1 correctly (GD) I can use commas to separate items in a list.
		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.