Hollyfast Primary School – Progression in Early Writing: Composition & Transcription

Early Mark Making	Pre-School
	• Mark make using different tools and materials. • Include lines and shapes in mark making. • Give meaning to marks made. • Use symbols and letter-like shapes when mark making. • Mark make from left to right.

Composition:	Reception				Year 1		
	Autumn 1	Autumn 2	Spring	Summer	Autumn	Spring	Summer
Sentence Construction	Make marks including single letter graphemes for some known phonemes.	Say relevant words and phrases. Write dictated words and phrases. [cvc words + *is I the*]	Say and write phrases. [dictated and own composition] Say and write a single-clause sentence. [dictated and own composition]	Say and write short phrases and single-clause sentences (~2-3 sentences per writing outcome). [dictated and own composition] **ELG:** Write simple phrases and sentences that can be read by others.	Say and write a sequence of single-clause sentences (~3 or 4 sentences per writing outcome).	Say and write a sequence of sentences – single-clause & multi-clause using *and* (~4 or 5 sentences per writing outcome).	Say and write a sequence of sentences – single-clause & multi-clause using *and* (at least 5 sentences per writing outcome).
Punctuation	=	Separate most words with spaces in dictated phrases.	Separate all words with spaces in dictated phrases and sentences.	Separate words with spaces: - all words in dictated sentences - some words in own sentences. Demarcate sentences with capital letters and/or full stops on occasion.	Separate all words with spaces. Demarcate most sentences with capital letters and full stops. Use a capital letter for the personal pronoun *I*.	+ Use the conjunction *and* to join sentences which are linked. Use capital letters for names of people and places.	+ Use capital letters for names of people, places, and days of the week. Use simple past tense and simple present tense consistently. Begin to use question marks to demarcate sentences.
	Provision: • 4 x weekly English lesson (whole-class) – ~15 mins • 2 x weekly Writing activity (group based) ~15 mins	Provision: • 4 x weekly English lesson (whole-class) – ~15 mins • 2 x weekly Writing activity (group based) ~15 mins	Provision: • 4x weekly English lesson (whole-class) – ~15-20 mins • 2 x weekly Writing activity (group based) ~15-20 mins	Provision: • 4 x weekly English lesson (whole-class) – ~20 mins • 2 x weekly Writing activity (group based) ~20 mins	Provision: • 4 x weekly English lesson • Application across the curriculum as appropriate	Provision: • 4 x weekly English lesson • Application across the curriculum as appropriate	Provision: • 4 x weekly English lesson • Application across the curriculum as appropriate

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Transcription: Spelling	Reception				Year 1		
	Autumn 1	**Autumn 2**	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
	Represent some Phase 2 phonemes with the correct grapheme in cvc words: s a t p i n m d	Represent more Phase 2 phonemes with the correct grapheme in cvc words: s a t p i n m d g o c k ck e u r h b f l	Represent all Phase 2 phonemes with the correct grapheme in cvc words: s a t p i n m d g o c k ck e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk	Represent Phase 3 phonemes with the correct grapheme in cvc & some cvcc/ccvc words: ai ee igh oa oo *oo* ar or ur ow oi ear air er **ELG:** Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Represent all Phase 2 and Phase 3 phonemes with the correct grapheme in words of up to 5 GPCs: s a t p i n m d g o c k ck e u r h b f l ff ll ss j v w x y z zz qu ch sh th ng nk ai ee igh oa oo *oo* ar or ur ow oi ear air er	Use alternative grapheme for some phonemes: ay ou oy ea ir ie ue u o i e ew ie aw ie	Use alternative grapheme for more phonemes: a-e i-e o-e u-e e-e -y (funny, happy) ea (head) wh (wheel) oe (toe) ow (snow) ph (phone) ve (give) tch (catch) are (share) ear (bear)
	=	Spell tricky words correctly: is I the Y1 Common Exception Words	Spell additional tricky words correctly: and she he we has to into	Spell additional tricky words correctly: his her me be go no was	Spell additional tricky words correctly: put pull full push of you they my by are all as	Spell additional tricky words correctly: said so have like were there says when what today here do	Spell additional tricky words correctly: some come love one out your our house want again where school friend once eye
	Provision: - 'Spelling' section of Little Wandle phonics lesson	Provision: - 'Spelling' section of Little Wandle phonics lesson	Provision: - 'Spelling' & 'Write the sentence' section of Little Wandle phonics lesson - Dictated phrases and short sentences x 2 weekly e.g. *the red van; She is sad.; The ship is pink,*	Provision: - 'Spelling' & 'Write the sentence' section of Little Wandle phonics lesson - Dictated short sentences x 2 weekly e.g. *The train is long. His hair is short. Her desk has a bright lamp.*	Provision: - 'Spelling' & 'Write the sentence' section of Little Wandle phonics lesson - 1 x weekly Spelling lesson ~15 mins including dictated sentences	Provision: - 'Spelling' & 'Write the sentence' section of Little Wandle phonics lesson - 1 x weekly Spelling lesson ~15 mins including dictated sentences	Provision: - 'Spelling' & 'Write the sentence' section of Little Wandle phonics lesson - 1 x weekly Spelling lesson ~15 mins including dictated sentences

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Transcription: Handwriting	Reception				Year 1		
	Autumn 1	**Autumn 2**	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
	Draw lines and patterns including straight, wavy and curved lines. Form circle letter-shapes in an anticlockwise direction. Follow the 4 P's: - posture - pencil grip - paper - pressure.	Form many lower-case letters correctly: - curly letters - long letters - bouncy letters - zig zag letters • Start and finish in the right places. • Position letters correctly on the line.	Form most lower-case letters correctly. • Start and finish in the right places. • Position letters correctly on the line. Form many capital letters correctly. • Start and finish in the right places. • Position letters correctly on the line.	Form most lower-case and capital letters correctly. • Start and finish in the right places. • Position letters correctly on the line. Form digits 0-9 correctly • Start and finish in the right places. **ELG:** Write recognisable letters, most of which are correctly formed.	*Form all lower-case and capital letters correctly:* • *Start and finish in the right places.* • *Position letters correctly on the line.* *Position ascenders and descenders clearly above and below the line.*	*Form lower-case letters of the correct size relative to one another.* *Form capital letters of the correct size relative to one another and to lower-case letters.* *Form digits of the correct size relative to one another and to lower/upper case letters.*	*Form all lower-case letters, capital letters and digits with consistently correct formation, sizing and positioning.*
	Provision: - 'Spelling' section of Little Wandle phonics lesson - 5 x 15 mins weekly Little Wandle handwriting lessons	Provision: - 'Spelling' section of Little Wandle phonics lesson - 5 x 15 mins weekly Little Wandle handwriting lessons	Provision: - 'Spelling' & 'Write the sentence' section of Little Wandle phonics lesson - 5 x 15 mins weekly Little Wandle handwriting lessons	Provision: - 'Spelling' & 'Write the sentence' section of Little Wandle phonics lesson - 5 x 15 mins weekly Little Wandle handwriting lessons	Provision: - 'Spelling' & 'Write the sentence' section of Little Wandle phonics lesson - 4 x 15 mins weekly Little Wandle handwriting lessons	Provision: - 'Spelling' & 'Write the sentence' section of Little Wandle phonics lesson - 4 x 15 mins weekly Little Wandle handwriting lessons	Provision: - 'Spelling' & 'Write the sentence' section of Little Wandle phonics lesson - 4 x 15 mins weekly Little Wandle handwriting lessons