

# EYFS and Key Stage 1 Expeditions WRITING Progression

	Pre-Vega	Vega	Polaris	Betelgeuse
Writing Composition	<ul style="list-style-type: none"> <li>Perform actions alongside simple stories/rhymes joining in with repetitive parts.</li> <li>Speak using full sentences.</li> <li>Make marks with meaning.</li> <li>Write some legible letters e.g. words that have meaning to the child such as 'm' for mummy or family members.</li> <li>Hear and write some initial sounds for words (linked to phonics phase).</li> <li>Sound out words orally to spell e.g. holding a picture of the sun says s- u- n.</li> <li>Emergent writing in continuous provision e.g. a shopping list in the role-play area that has pictures marks/letters e.g. a for apple.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently sounds out words orally to match a picture e.g. t a p, p a t.</li> <li>Spells CVC words using phase 2 sounds (matched to current phoneme being taught) to label.</li> <li>Can write dictated captions containing both CVC and Phase 2 tricky words e.g. the dog, go into the hut.</li> <li>Sometimes uses finger spaces.</li> <li>Perform actions alongside stories/rhymes joining in with repetitive parts.</li> <li>Speak in full sentences and hold a sentence in memory e.g. repeating back a sentence spoken by an adult.</li> <li>Hold a simple caption in memory and write it down.</li> <li>Write CVC words using phase 2 and 3 sounds (matched to current phoneme being taught) to label or list.</li> <li>Can write simple captions, labels and lists using phonics knowledge to date (Phase 2 and 3)</li> <li>Can speak in full sentences and hold in memory a more detailed sentence using an adjective e.g. 'I went on the silver slide at the park'.</li> <li>Can write sentences relating to themselves /news using phonics knowledge that can be read by others (and pictures in drawing that can be recognised by others).</li> <li>Can write a simple sentence using adjectives gleaned through FHE</li> <li>Often uses finger spaces.</li> </ul>	<ul style="list-style-type: none"> <li>Write words containing many of the 40+graphemes in writing.</li> <li>Perform actions alongside stories, joining in with lots of the story/poem/rhyme.</li> <li>Compose a sentence orally before writing it.</li> <li>Compose a sentence dictated to by an adult, linked to the phonics phase.</li> <li>Write a series of simple sentences to suit the genre being taught. Some of the sentences will be punctuated.</li> <li>Use finger spaces consistently and of an appropriate size</li> <li>Use a capital letter and full stop to form sentences (mostly uses).</li> <li>Adjective and adjective sentences e.g. The frog was pale and yellow.</li> <li>Use 'and' to join two <u>clauses</u>.</li> <li>Use a question mark to write a relevant question e.g. Do all spiders have eight legs?</li> <li>Writes many words in sentences containing the 40+graphemes taught.</li> <li>Enhance a simple sentence using adjectives.</li> <li>Compose a sentence orally before writing it, using ambitious vocabulary gleaned from a FIRST-HAND EXPERIENCE.</li> <li>Writes a series of sentences relevant to the genre being taught.</li> <li>Use new words in writing to describe (adjectives). For example 'It was a dismal day'.</li> <li>Join words and phrases uses 'and' in sentences.</li> <li>Punctuates most sentences with a capital letter and full stop.</li> <li>Sentence Starter: Choose words for effect e.g. Crash! Bang! Wallop!</li> <li>Uses spaces in writing.</li> <li>Uses exclamations marks in writing.</li> <li>Sentence starter: Questions, Questions e.g. Do you like Robins? Do you like Magpies?</li> </ul>	<ul style="list-style-type: none"> <li>Perform actions alongside stories and poems. Perform before writing.</li> <li>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>Uses interesting adjectives to describe nouns gleaned from FHE.</li> <li>Use expanded noun phrases in writing.</li> <li>Uses co-ordination (e.g. or / and / but) to join clauses.</li> <li>When writing, make phonically-plausible attempts at many words.</li> <li>Punctuates most sentences with a capital letter and full stop.</li> <li>Use commas in a list.</li> <li>Uses capital letters, full stops, exclamation marks and question marks.</li> <li>Exclamation starters e.g. 'How wonderful! The train was on time!'; 'What a beautiful day!'</li> <li>Sentence starter: Element of surprise e.g. Just then; Without warning; In a flash, In a second.</li> <li>Sentence starter: Questions, questions.</li> <li>Sequence sentences in writing, writing after the margin and to the end</li> <li>Writes simple, coherent narratives about personal experiences and those of others (real or fictional) using a wide range of genres.</li> <li>Use ambitious vocabulary gleaned through first-hand experiences.</li> <li>Uses present and past tense mostly correctly and consistently</li> <li>Uses subordination e.g. when / if / that / because to join clauses (as well as coordination).</li> <li>Punctuate sentences with a capital letter, full stop question mark or exclamation mark when required.</li> <li>Adverb starters e.g. Suddenly; Soon; Meanwhile; Firstly</li> <li>Simile starter e.g. As quick as a whippet; Like a juggernaut; As ____ as; like a</li> <li>Sound effect starter e.g. Whoosh! The water extinguished the fire and__</li> <li>Sentence Starter: Choose words for effect e.g. Crash! Bang! Wallop!</li> <li>Read back writing to check that it makes sense.</li> </ul>

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Grammar and Punctuation			<ul style="list-style-type: none"> <li>Capital letter and full stops.</li> <li>Question marks</li> <li>Exclamation marks</li> <li>Use a capital letter for proper nouns and for the personal pronoun 'I'</li> <li>Exclamation marks –strong emotion.</li> <li>Prefix –un to change the meaning of words.</li> <li>Add s / es to make plurals /third person verbs e.g. spends, cats, catches, buses.</li> <li>Add ing, er ed, est to root words.</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Comma's in a list.</li> <li>Exclamation marks for sentences starting with 'What' or 'How'</li> <li>Apostrophes</li> <li>Contractions for omission e.g. didn't</li> <li>Contractions for possession e.g. Natasha's</li> <li>Suffixes –ness, ful, less, ly, ment</li> <li>.Add 'es' to nouns and verbs ending in y e.g. fly flies.</li> <li>Add ed/ing/er/est to a root word ending in y with a consonant before it e.g. happy happier.</li> <li>Add ing/ed/er/est/y by doubling the consonant to shorten the vowel e.g. saddest</li> </ul>
SPAG Terminology	<ul style="list-style-type: none"> <li>Number</li> <li>Letter</li> </ul>	<ul style="list-style-type: none"> <li><u>Number</u></li> <li><u>Letter</u></li> <li><u>Word</u></li> <li><u>Sentence</u></li> </ul>	<ul style="list-style-type: none"> <li>Identify digraphs and trigraphs within a word. <u>Personal pronoun 'I'</u></li> <li>Identify the difference between a <u>letter, capital letter (lower-case/upper-case)</u> and <u>word</u>.</li> <li>Words combine to form a <u>sentence</u>. When using 'and' we join two <u>clauses</u>.</li> <li>Know terms <u>singular</u> and <u>plural</u> and give examples. <u>Plural noun suffixes</u>.</li> <li>Sentence punctuation: Identify and write <u>full stops, question marks, and exclamation marks</u>.</li> <li>Identify <u>nouns, verbs</u> and <u>adjectives</u>. <u>Suffix and prefix</u>.</li> </ul>	<ul style="list-style-type: none"> <li>Identify <u>nouns, verbs, adjectives</u> and <u>noun phrases</u>.</li> <li>Identify whether a sentence is a <u>statement, question, exclamation or command</u>.</li> <li>Use of the progressive form of verbs in the <u>present and past tense</u> to mark actions in progress [for example, she is drumming, he was shouting]</li> <li><u>Subordination</u> (using when, if, that, because) and <u>co-ordination</u> (using or, and, but)</li> <li>Sentence punctuation : Identify and write full stops, question marks, exclamation marks, <u>commas</u> and <u>apostrophes</u>.</li> <li>Formation of <u>adjectives</u> using <u>suffixes</u> such as –ful, –less Formation of <u>nouns</u> using <u>suffixes</u> such as –ness, –er and by compounding [for example, whiteboard, superman] <u>Compound word</u>. Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into <u>adverbs</u>.</li> </ul>

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Spelling	Write first name.	<ul style="list-style-type: none"> <li>Can spell their first name using a capital letter.</li> <li>Can spell CVC words using phase 2 sounds (matched to current phoneme/grapheme being taught).</li> <li>Can spell Phase 2 tricky words.</li> <li>Spell their forename and surname using a capital letter for each.</li> <li>Spells Phase 2 and most of Phase 3 tricky words.</li> <li>Spells CVC words using Phase 2 and 3 graphemes e.g. jog.</li> <li>Spells some words containing 3 sounds from Phase 3 e.g. shop.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 3 grapheme spellings.</li> <li>Phase 3 tricky words.</li> <li>Phase 4 grapheme spellings.</li> <li>Phase 4 tricky words.</li> <li>Phase 5 grapheme spellings.</li> <li>Phase 5 tricky words.</li> <li>Days of the week.</li> <li>Phase 5 less Common part 1 spellings.</li> <li>Suffixes s and es.</li> <li>Remaining Year 1 Common exception words.</li> <li>Spelling words with suffixes ing, er, ed, est</li> </ul>	<ul style="list-style-type: none"> <li>Phase 5 Less Common Part 1 spellings.</li> <li>Year 2 Common Exception. Words (some).</li> <li>Phase 5 Less Common Part 2 spellings (see spelling appendix)</li> <li>Spell many words correctly and make phonetically-plausible attempts at others.</li> <li>Year 2 Common Exception. Words (all).</li> <li>Suffixes -ing, ed, ness, ful, less, ly, ment, er,est, y</li> <li>Contractions didn't haven't won't I'll we'll couldn't shouldn't etc</li> <li>Homophones: there /their/ they're here/hear, sea/ see, sun /son, to/ too/ two, be/ bee blue/blew, knight/ night.</li> <li>Possessive apostrophe spellings e.g. Phil's</li> <li>Spellings when adding ing, ed,er, est and y to words ending in e e.g. hike hiking hiker</li> <li>Add es to nouns and verbs ending in y e.g. fly flies.</li> </ul>

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Handwriting /Letter Formation/FMC	<ul style="list-style-type: none"> <li>Uses a range of different tools/mark making items to manipulate and control e.g. chalk, cutlery, fastening buttons, moving objects with tweezers, paintbrushes.</li> <li>Use a pencil to make marks.</li> <li>Control a pencil to draw circles and lines.</li> <li>Colour within the lines.</li> <li>Uses a range of different tools/mark making items to manipulate and control e.g. chalk, cutlery, fastening buttons, moving objects with tweezers, paintbrushes.</li> </ul>	<ul style="list-style-type: none"> <li>Controls a pencil/felt tip to create pre-writing patterns e.g. zig- zags, wavy lines etc.</li> <li>Some letters are formed correctly in print and positioned on the line. <u>Order of teaching:</u> s a t p i n m d g o c k e u r h f b l 0 1 2 3 4</li> <li>Demonstrate good control of mark making materials such as pencils, using scissors to make snips in paper, paintbrushes.</li> <li>Most letters are formed correctly in print. <u>Order of teaching:</u> S A T P I N M D G O C K E U R H F B L j v w x y z J V W X Y Z Q 5 6 7 8 9</li> <li>Holds a pencil effectively (using the tripod grip in almost all cases).</li> <li>Uses a range of tools inc. scissors, cutlery, paintbrushes effectively.</li> <li>Writes on the line.</li> </ul>	<p>Some letters are formed from the line (pre-cursive). Can form number 0- 9 with correct orientation (from the top).</p> <p><u>Order of teaching:</u> i l t sweep up and down c o a g d p anti-clockwise letters n m h b k stick letters y j p sweep and drop below the line s e f u v w x z others A B C D E F G H I J K L M N O P Q R S T U V W X Y Z 0 1 2 3 4 5 6 7 8 9 formed from the top</p> <p>Forms most letters correctly from the line using pre-cursive style.</p> <p>Fluency of above letters and numbers building up writing stamina and identifying letters/numbers for individual children observed in writing/maths.</p> <p>Write words with letters close together e.g. vast not v a s t</p>	<ul style="list-style-type: none"> <li>Begin to join (cursive).</li> <li>Form lower case letters in the correct direction and know where to position the letters in relation to each other e.g. letters l, t, b are taller ( cursive writing). Lower case letters are formed on the line. Upper-case are formed from the top and should not be joined.</li> </ul> <p><u>Order of teaching:</u> i l t n m h b k sweep up and down hill bit milk c a g d q anti-clockwise letters cabin halt thatch r w v o join across van row bit milk will y g p j f sweep up and drop below line flow pack film jig e s u x z others queen best saxophone</p> <ul style="list-style-type: none"> <li>Fluency of above letters and numbers building up writing stamina and identifying letters/numbers for individual children observed in writing/maths.</li> <li>Forms capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Writing is in cursive style with most words joined.</li> </ul> <p> <del>abcdefghijklmnopqrstuvwxyz</del>  <del>ABCDEFGHIJKLMNOPQRSTUVWXYZ</del> </p>

