

## Progression Overview of Key Statements - Writing

**Model these behaviours clearly and explicitly through 'self talk' and 'dialogue with another adult'**

| Nursery  | Reception  | Year 1  | Year 2   | End of KS Expectations   |
|--|--|---|--|--|
| <p>Model correct use of past/present tense orally in context at every opportunity.<br/>eg 'I seed a boat' 'You're right, you saw a boat'</p> | <p>Model correct use of past/present tense orally at every opportunity<br/>eg 'fall down' 'you're right she fell down. It's something that has already happened so we're going to change it. Instead of fall we are going to say fell.'<br/><b>Encourage correct use of past tense in story telling making explicit links to books taught</b><br/>eg Goldilocks <b>ran</b> and <b>ran</b> and <b>ran</b> as fast as she could.<br/>The wolf <b>blew</b> the straw house down.<br/>-Model correct use of past/present tense explicitly in shared writing.</p> | <p>Write sentences with errors for children to check eg He runned down the road. He sawed a beanstalk<br/><b>Change sentences from present to past tense</b> eg Today.... Yesterday... (oral and written)<br/>Explicit teaching of common irregular past tense eg 'ate', 'woke', 'ran', 'saw'<br/><b>Display common irregular past tense, refer to during shared writing.</b></p>   | <p>Write short paragraphs with errors for children to check<br/>eg He runned down the road. She hears a big yell.<br/><b>Change sentences from present to past tense</b><br/>eg Today..... Yesterday... (oral and written).<br/>Explicit teaching of irregular past tense<br/><b>Display table of irregular past tense and refer to explicitly during shared writing.</b><br/>Encourage children to refer to display during independent writing and when re-reading and correcting their work.</p> | <p style="text-align: center;"><i>In their independent writing pupils can:</i><br/><b>Use present and past tense mostly correctly and consistently</b></p> |
| <p>Model correct spelling of common tricky words.<br/><b>Display common tricky words in setting.</b></p>                                     | <p>Once pupils can read a set of tricky words they are encouraged to spell them.<br/><b>At the beginning of Term 3 children will be tested on the spelling of an appropriate set of tricky words. Information from this assessment will be used to give children lists of words to learn to spell both at home and at school.</b></p>  | <p>Identify poor spellers and put interventions in place (from Sep)<br/><b>Volunteers to support spelling interventions. Sessions to include: taking words to fluency, dictated sentences, spelling tests, homework.</b><br/>Home/School support.<br/><b>Provide word lists, refer to in shared writing. Encourage pupils to self-correct using common word lists.</b><br/>Termly spelling assessment of common exception words, children practise unknown spellings at home.</p> | <p>Identify poor spellers and put into interventions (from Sep)<br/><b>Volunteers to support spelling interventions. Sessions to include: taking words to fluency, dictated sentences, spelling tests, homework.</b><br/>Home/School support.<br/><b>Encourage self-correction of common exception words in their writing using common exception word lists.</b><br/>Termly spelling assessment of common exception words, children practise unknown spellings at home.</p>                        | <p style="text-align: center;"><i>In their independent writing pupils can:</i><br/><b>Spell many common exception words correctly</b></p>                  |

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|--|---|--|---|---|
| <p>Model correct use of past/present tense orally in context at every opportunity. eg 'I seed a boat' 'You're right, you saw a boat'</p> <p><b>Model new vocabulary containing suffixes in context</b><br/>eg quickly, slowly, cheerful, wonderful</p> | <p>Model correct use of past/present tense orally at every opportunity eg 'fall down' 'you're right she fell down. Its something that has already happened so we're going to change it. Instead of fall we are going to say fell.'</p> <p><b>Model new vocabulary containing suffixes in context</b><br/>eg quickly, slowly, cheerful, wonderful</p>  | <p>Model correct use of past/present tense orally.<br/><b>Teach root word then add appropriate ending.</b></p> <p>When reading encourage children to cover ending and read root word first.<br/><b>Children correct sentences with deliberate errors</b><br/>eg I jumpt over the wall.</p> <p>Display suffixes –ing, -ed, -s refer to display in shared writing. Encourage children to refer to display when writing independently (provide copies for L/A)<br/><b>Dictate sentences which include words with suffixes –ing, -ed, -s.</b></p> <p>Model using new vocabulary containing suffixes in context eg darkness, strangely, thoughtless, amazement, fearful</p>   | <p>Teachers model orally using words with suffixes in context eg 'Out of the corner of my eye I saw movement in the trees'. 'What a wonderful day that was!' 'Jack is fearless because he climbs the beanstalk.'</p> <p><b>Provide a sheet of words containing suffixes on each table for children to refer to.</b></p> <p>Dictate sentences using words with suffixes.<br/><b>Spelling practise sheets and tests containing words with suffixes.</b></p> <p>Model new vocabulary containing suffixes in context eg darkness, strangely, thoughtless, amazement, fearful.</p> | <p><i>In their independent writing pupils can:</i></p> <p><b>Add suffixes to spell words correctly</b><br/>eg –ment, -ness, -ful, -less, -ly</p>                        |
| <p>Adults will use lots of statements and fewer questions.<br/><b>Children will be encouraged to talk in sentences.</b></p>  | <p>Adults will model talking in sentences and asking questions.<br/><b>Children will be encouraged to talk in sentences.</b></p> <p>Children will taught the sentence forms of statements and questions using shared writing and using human sentences.<br/><b>Children will be taught how to create a written sentence from an idea.</b></p> <p>During book talk adults will identify and discuss use of statements and questions.<br/><b>Focus books will be used to teach sentence types eg Where's Spot? to teach question sentences..</b></p> <p>Dictate statements and questions.</p> | <p>Explicitly teach the different sentence forms of statement, questions, command and exclamation. Use a focus book to show examples.<br/><b>Self- talk your decision to use different sentence types in shared writing.</b></p> <p>Play punctuation game. Teacher says a sentence. Children have to act correct punctuation and say what type of sentence it is.<br/><b>During book talk identify and discuss use of different sentence types.</b></p> <p>Dictate sentences using difference forms eg statements, questions, exclamations, commands.</p> <p>Children write in different forms appropriate to the genre they are using eg commands in instructions<br/><b>Encourage children to speak in full sentences.</b></p> | <p>During book talk adults identify and discuss use of different sentence types and reasons for the author's choice.<br/><b>Children write in different sentence forms appropriate to the genre they are using.</b></p> <p>Children identify different sentence forms in a piece of writing.<br/><b>Encourage children to speak in full sentences.</b></p>  | <p><i>In their independent writing pupils can:</i></p> <p><b>Use sentences with different forms in their writing: statements, questions, exclamations, commands</b></p> |

