

Curriculum Progression Framework – Year 1 Writing – Keep things simple, do it well.

		Term 1			Term 2			Term 3		
Strand	Aspect	Milestone	Direct Teaching	Keep up	Milestone	Direct Teaching	Keep up	Milestone	Direct Teaching	Keep up
Transcription	Handwriting Expectation Letter-join Air Plus Adaptation – Letter-join Air No Lead (If children are not exhibiting control when drawing then teach this)	- Form most letters correctly including capital letters. - Use spaces consistently between words. - Apply taught letters to other writing opportunities e.g. phonics, daily guided group work and cross curricular writing.	- Daily handwriting instruction in whole class or small groups - Teach correct sitting position for handwriting - Modelling of size and orientation of letters and revisiting letters which are not yet fluent - Capital letters – Formation and focus on how they are not joined to other letters - Small group teaching follow up - teacher or TA - Misconceptions in letter formation will be picked up whenever they occur and children practice	- Continue to work on correct pencil grip - Correct letter formation - Continue to work on correct sitting position - Small group targeted support using Letter-join air no-lead to reduce cognitive load - Continue to work on pencil control pattern refining fine and gross motor skills - Use the Letter Joins 'try' facility on IWB or laptop and Letter Joins 'Magic Words' - Use differentiated materials on Letter Join to support	- Form most lowercase letters correctly with relevant sizing - To use joins with independent writing - Begin to demarcate ascenders and descenders. -Ensure capital letters are correctly sized and not joined -Automaticity of all letters (in families) lower case and capitals -Form all numbers correctly	- Daily handwriting instruction in whole class or small groups - Handwriting linked to phonics teaching including joining of digraphs and trigraphs - Modelling of size and orientation of letters (letters on the line and ascenders and descenders) and revisiting letters which are not yet fluent - Misconceptions in letter formation will be picked up whenever they occur and children practice	- Maintain correct pencil grip and seating position - Correct letter formation using highlighted lines/handwriting paper to support - Small group targeted support using Letter-join air no-lead - Use the Letter Joins 'try' facility on IWB or laptop and Letter Joins 'Magic Words' - Use differentiated materials on Letter Join to support	- Form lower case and capital letters correctly - To join lowercase letters within words -To ensure capital letters stand alone and are not joined - To maintain consistent sizing of letters that are relevant to one another - To demarcate ascenders and descenders - To begin to use spaces that are relative to the size of letters	- Daily handwriting instruction in whole class or small group - Modelling of punctuation marks and symbols - Modelling words and sentences using lower case and capital letters and punctuation with a fluent joined style - Misconceptions in letter formation will be picked up whenever they occur and children practice	- Correct letter formation using highlighted lines /handwriting paper to support - Support where sizing and orientation are not secure. - Revisit letter families and focus on the ones that are most problematic. - Use the Letter Joins 'try' facility on IWB or laptop and Letter Joins 'Magic Words'
	Spelling	To make plausible attempts at spelling using taught phonic sounds. To spell some Year 1 common exception words correctly.	- Aligned with Little Wandle - Daily expectation to write the day of the week	- Keep up resources Little Wandle	-In line with Little Wandle Scheme -Expectation that children use correct letter formation in phonic sessions linked to Letter Join	- Aligned with Little Wandle - Daily expectation to write the day and date	- Keep up resources Little Wandle	National Curriculum Expectation Pupils should be taught to: -spell words containing each of the 40+ phonemes already taught - common exception words -The days of the week	- Aligned with Little Wandle - Daily expectation to write the day of the week	- Keep up resources Little Wandle
	Dictation	To remember a simple dictated sentence and record it.	- Aligned with Little Wandle daily sentences for reading and writing.	- Keep up resources Little Wandle	To remember a simple dictated sentence and record it accurately with increasing fluency.	- Aligned with Little Wandle daily sentences for reading and writing. Dictated sentences with a focus on fluent letter formation -	- Keep up resources Little Wandle	To remember a dictated sentence and record it accurately with fluency and control.	-Aligned with Little Wandle daily sentences for reading and writing.	- Keep up resources Little Wandle
Composition	Speaking orally	Orally compose a simple sentence drawing on book vocabulary/taught vocabulary	- Daily modelling and practice of oral composition through English lesson and phonics - Bookwrites - Application of taught vocabulary. - Planned opportunities to extend and develop vocabulary through engaging experiences.	- Additional intervention for children who cannot independently create and hold a sentence orally	- Orally compose a sequence of sentences drawing on book vocabulary/taught vocabulary	- Daily modelling and practice of oral composition through English lesson and phonics - Bookwrites - Application of taught vocabulary. - Planned opportunities to extend and develop vocabulary through engaging experiences.	- Additional intervention for children who cannot independently create and hold a sentence orally	National Curriculum Expectation - write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense	- Daily modelling and practice of oral composition through English lesson and phonics - Bookwrites - Application of taught vocabulary. - Planned opportunities to extend and develop vocabulary through engaging experiences.	- Additional intervention for children who cannot independently create and hold a sentence orally

[illegible]

Curriculum Progression Frameworks – Year 2 Writing – Keep things simple, do it well.

		Term 1			Term 2			Term 3		
Strand	Aspect	Milestone	Direct Teaching	Keep up	Milestone	Direct Teaching	Keep up	Milestone	Direct Teaching	Keep up
Transcription	Handwriting Expectation Letter-join Air Plus Adaptation – Letter-join Air No Lead (If children are not exhibiting control when drawing then teach this)	- Form all lower case and capital letters correctly - To join lowercase letters within words consistently -To ensure capital letters stand alone and are not joined - To maintain consistent sizing of letters that are relevant to one another - To demarcate ascenders and descenders and to write capitals letters that touch the top and bottom line - To begin to use spaces that are relative to the size of letters	- Daily handwriting instruction in whole class or small group - Modelling of punctuation marks and symbols - Modelling words and sentences using lower case and capital letters and punctuation with a fluent joined style - Misconceptions in letter formation will be picked up whenever they occur and children practice	- Correct letter formation using highlighted lines /handwriting paper to support - Revisit Year 1 planning and materials to address gaps - Support where sizing and orientation are not secure. - Revisit letter families and focus on the ones that are most problematic. - Use the Letter Joins ‘try’ facility on IWB or laptop and Letter Joins ‘Magic Words’	-Form all lower case and capital letters correctly with the correct size and position relative to the lines in their book - To clearly demarcate ascenders and descenders and to write capitals in the correct position - Use horizontal ,diagonal , double and tricky joins from Letter Join handwriting programme - To use spaces that are relative to the size of letters with some consistency -	-Daily handwriting instruction in whole class or small groups linked to phonics, spelling -Address any common errors -Teach digits in context of times tables and place value -Teach diagonal joins, horizontal, double and tricky joins -Misconceptions in letter formation, sizing and spacing will be picked up whenever they occur and addressed	- Correct letter formation using highlighted lines /handwriting paper to support - To use relevant assessment trackers materials on Letter Join to identify next steps - Support where sizing and orientation are not secure. - Revisit letter families and focus on the ones that are most problematic. - Use the Letter Joins ‘try’ facility on IWB or laptop and Letter Joins ‘Magic Words’	National Curriculum Expectations Pupils should be taught to: -form lower-case letters of the correct size relative to one another -start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters.	-Daily handwriting instruction in whole class or small groups linked to phonics, spelling -Address any common or individual errors -Teach digits in context of times tables and place value -Teach diagonal joins, horizontal, double and tricky joins -Misconceptions in letter formation, sizing and spacing will be picked up whenever they occur and addressed -Teach correction skills - Teach skills related to presenting work – e.g. writing in up in best handwriting, presenting information using heading, titles using appropriate formatting skills.	- Targeted intervention for individual on a 1:1 basis - Correct letter formation using highlighted lines /handwriting paper to support - Support where sizing and orientation are not secure. - Revisit letter families and focus on the ones that are most problematic. - Use the Letter Joins ‘try’ facility on IWB or laptop and Letter Joins ‘Magic Words’ *Create plan for next steps to aid transition consider use of touch typing to support with children with particular handwriting challenges within writing sessions
	Spelling	To make plausible attempts at spelling using all taught phonic sounds. To spell Year 1 common exception words correctly.	- Aligned with Little Wandle - Aligned with Decision Spelling - Daily expectation to write the day of the week - Teach common exception words – Revising Year 1 and moving on to Year 2 -	- Keep up resources Little Wandle - Regular practice of common exception words - Spelling games - Targeted small group 1:1 or small group work - Consider Lucid Rapid screening for children with particular difficulties	-To segment longer words accurately for spelling -To spell some Year 2 common exception words -To spell words using the spelling patterns/rules taught -To spell words with common suffixes accurately	Decision Spelling Planning and links to Letter Join planning -Long vowel sound spelling alternatives -Suffixes -Prefixes -Contraction -Spelling rules -Use of apostrophes -Homophones/near homophones	- Keep up resources Little Wandle - Regular practice of common exception words - Spelling games - Targeted small group 1:1 or small group work - Spelling Trugs	National Curriculum Expectations Pupils should be taught to: spell by: -segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly -learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book]	Decision Spelling Planning and links to Letter Join planning -Long vowel sound spelling alternatives -Suffixes -Prefixes -Contraction -Spelling rules -Use of apostrophes -Homophones/near homophones -	- Keep up resources Little Wandle - Regular practice of common exception words - Spelling games - Targeted small group 1:1 or small group work - Spelling Trugs

								- distinguishing between homophones and near-homophones -add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly		
	Dictation	To remember a dictated sentence/phrase using taught sounds and record it with accuracy. Use Letter Join materials for examples	Align with Little Wandle Use Decision Spelling planning Use Letter Join resources	- Keep up resources Little Wandle - Dictate cvc words and year 1 common exception words in small group - Use pictures/symbols to help children hold the sentence - Use sound buttons to record	To remember a dictated sentence/phrase using taught sounds and record it with accuracy. Use Letter Join materials for examples	Align with Little Wandle Use Decision Spelling planning - Use Letter Join resources	- Keep up resources Little Wandle - Dictate cvc words and year 1 common exception words in small group - Use pictures/symbols to help children hold the sentence - Use sound buttons to record	Write a series of dictated sentences, one phrase at a time and make corrections where necessary Link Letter Join with decision spelling	-Write a simple dictated paragraph when	- Keep up resources Little Wandle - Dictate cvc words and year 1 common exception words in small group - Use pictures/symbols to help children hold the sentence - Use sound buttons to record
Composition and independent writing	Oral composition Planning Range of purposes Recording key ideas Correction and revision Proof reading	-Orally compose sentences drawing on book vocabulary/taught vocabulary. -Plan what they are going to write in different ways. -Write for a range of different purposes. -Begin to correct, revise and improve writing. -With support from an adult or partner proof read own work to spot errors.	- Daily modelling and practice of composition skills through English lessons and phonics - Bookwrites - Application of taught vocabulary. - Planned opportunities to extend and develop vocabulary through engaging experiences. - Range of purposes for writing See whole school Writing Curriculum Progression Plan	- Small group or 1:1 work on composition - Extra rehearsal time and additional support to plan what they want to say - Use pictures/widget/photographs and real experiences to support composition - Record sentences on a sound button - Use patterned sentences to support children composing their own - Use familiar stories and encourage oral retelling and sentence composition - Use contexts that are particularly engaging for children - Create stories and narratives within role play and small world scenarios	-Orally compose sentences drawing on book vocabulary/taught vocabulary. -Plan what they are going to write in different ways. -Write for a range of different purposes. -Correct, revise and improve writing. -With some support from an adult or partner proof read own work to spot errors. -Record key ideas or make notes on a familiar topic	- Daily modelling and practice of oral composition through English lesson and phonics - Bookwrites - Application of taught vocabulary. - Planned opportunities to extend and develop vocabulary through engaging experiences. - See whole school Writing Curriculum Progression Plan	- Daily modelling and practice of composition skills through English lessons and phonics - Bookwrites - Application of taught vocabulary. - Planned opportunities to extend and develop vocabulary through engaging experiences. - Range of purposes for writing -	National Curriculum Expectations Pupils should be taught to: -develop positive attitudes towards and stamina for writing by: --writing narratives about personal experiences and those of others (real and fictional) -writing about real events -writing poetry - writing for different purposes -consider what they are going to write before beginning by: planning or saying out loud what they are going to write about -writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence - make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently,	- Daily modelling and practice of composition skills through English lessons and phonics - Bookwrites - Application of taught vocabulary. - Planned opportunities to extend and develop vocabulary through engaging experiences. - Range of purposes for writing - See whole school Writing Curriculum Progression Plan	- Small group or 1:1 work on composition - Extra rehearsal time and additional support to plan what they want to say - Use pictures/widget/photographs and real experiences to support composition - Record sentences on a sound button - Use patterned sentences to support children composing their own - Use familiar stories and encourage oral retelling and sentence composition - Use contexts that are particularly engaging for children - Create stories and narratives within role play and small world scenarios - Use 'perfect' sentence technique *Create plan for next steps to aid transition

								including verbs in the continuous form – proof-reading to check for errors in spelling, grammar and punctuation		
SEND - See Targets on individual plans Provide opportunities for mark making on large and small scale using wide selection of multi-sensory approaches. Where appropriate introduce correct pencil grip and work on forming recognisable letters within their name. For children with physical impairments adapt resources as appropriate. Use Reception/Year 1 planning and resources where appropriate to meet needs of individual.										