

# Summerhill Infant School

## Coverage and progression map for Writing



Handwriting  
Spelling  
Composition  
Grammar and Punctuation

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Reception</b>	<b>Early Learning Goals</b> Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.					
	<b>Me, Myself and I</b>	<b>Once Upon a Time</b>	<b>Food glorious Food</b>	<b>People Who Help Us</b>	<b>Minibeasts</b>	<b>Wonderful Water</b>
	Use some print & letter knowledge to write. (N)  Baseline Assesment – <ul style="list-style-type: none"> <li>opportunities to write e.g. in role play area, outside, labels and lists etc.</li> <li>Formation of Set 1 RWI letters</li> <li>Name over-writing</li> </ul>	Write some letters accurately. (N)  Write some or all of their name. (N) <ul style="list-style-type: none"> <li>Opportunities to write independently</li> <li>Name writing</li> <li>Formation of Set 1 RWI letters</li> <li>Guided writing - labels and captions</li> </ul>	Represent sounds with letter/letters. (R) <ul style="list-style-type: none"> <li>Opportunities to write independently</li> <li>Independent name writing</li> <li>Formation of Set 1 RWI letters</li> <li>Hold a sentence</li> <li>Guided writing – simple sentences</li> </ul>	Write recognisable letters, most of which are correctly formed. (R)  Write a short sentence. (R) <ul style="list-style-type: none"> <li>Opportunities to write independently</li> <li>Independent name writing</li> <li>Handwriting in books</li> <li>Hold a sentence</li> <li>Guided writing – simple sentences</li> <li>Must-do-write</li> </ul>	Spell words by identifying the sounds then writing the sounds with letters. (R)  Write simple sentences and phrases that can be read by others. (R) <ul style="list-style-type: none"> <li>Opportunities to write in provision</li> <li>Daily writing</li> <li>Handwriting in books</li> <li>Non-fiction guided writing</li> <li>Must-do-write</li> <li>Story sequencing</li> </ul>	Form lower case and capital letters correctly (R)  Re-read to check that a sentence makes sense. (R)  Write a short sentence with a capital letter and a full stop. (R) <ul style="list-style-type: none"> <li>Opportunities to write in provision</li> <li>Daily writing</li> <li>Handwriting in books</li> <li>Non-fiction guided writing</li> <li>Must-do-write</li> </ul>

Year 1	Term 1 Me and my community	Term 2 Enchanted Woodland	Term 3 Pirates	Term 4 Old Toys	Term 5 Going Green!	Term 6 Castles and Dragons
	<p>Sit correctly at a table, holding a pencil comfortably and correctly, form capital letters</p> <p>Name the letters of the alphabet in order, spell words containing each of the 40+ phonemes already taught.</p> <p>Say out loud what they are going to write about , write sentences by composing a sentence orally before writing it.</p> <p>Understand how words can combine to make sentences, separate words with spaces , use capital letters, full stops, question and exclamation marks to demarcate sentences in some writing.</p>	<p>Form digits 0-9, write most lower-case letters correctly.</p> <p>Spell common exception words , spell the days of the week , name the letters of the alphabet.</p> <p>Rehearse a sentence orally before writing it</p> <p>Use joining words and join clauses using and.</p>	<p>Write lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Spell some Common Exception Words, spell words containing each of the 40+ phonemes already taught.</p> <p>Re-read what has been written to check that it makes sense.</p> <p>Use questions and exclamation marks.</p>	<p>Understand which letters belong to which handwriting 'families.'</p> <p>Break down spoken words into sounds and spell some correctly. Name letters of the alphabet using letters names to distinguish between alternative spellings of the same sound.</p> <p>Write sentences by sequencing sentences to form short narratives.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.</p>	<p>Joining when letter size consistent. Rest of class working on consistent letter size.</p> <p>Use the prefix es and suffixes e.g un-/-s, -es. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</p> <p>Use regular plural noun suffixes, understand how the prefix un- changes the meaning of verbs and adjectives.</p>	<p>Joining when letter size consistent. Rest of class working on consistent letter size.</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words. Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Discuss what he/she has written with the teacher or other pupils.</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words. Understand the following terminology: Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop, question mark, exclamation mark.</p>

Year 2	Term 1 Animals in the Wild	Term 2 Victorian Bristol	Term 3 Around the World in 28 Days	Term 4 Explorers	Term 5 Journey into Space	Term 6 Being Human
	<p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Learn new ways of spelling phonemes, including a few common homophones.</p> <p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Use expanded noun phrases for description and specification. Use capital letters, full stops, question marks and exclamation marks to demarcate sentences consistently in writing.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Spell by distinguishing between homophones and near-homophones. Spell by learning to spell common exception words.</p> <p>Write poetry to develop positive attitudes and stamina for writing. Plan writing by planning or saying out loud what they are going to write about.</p> <p>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman. Use subordination (using when, if, that, because) and co-ordination (using or, and, but).</p>	<p>Start using some of the diagonal and horizontal strokes needed to join letters. Understand which letters, are best left unjoined.</p> <p>Write simple sentences dictated by the teacher. Spell more words with contracted forms &amp; most common exception words.</p> <p>Plan by writing ideas and/or key words, including new vocabulary. Make simple additions, revisions and corrections to his/her own writing by editing with teacher &amp; peers.</p> <p>Use present tense and past tense consistently, use the progressive form of verbs.</p> <p>Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Use diagonal &amp; horizontal strokes to join letters.</p> <p>Spell most contracted words correctly add endings –ment, -ness, -ful, -less, -ly.</p> <p>Write for different purposes to develop positive attitudes and stamina for writing. Make simple additions, revisions and corrections to writing by re-reading to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Form adjectives using suffixes such as -ful, -less. Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. Use question and exclamation marks correctly.</p>	<p>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.</p> <p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence.</p> <p>Write for different purposes using ideas and language from reading.</p> <p>Use commas to separate items in a list, use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</p>	<p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p> <p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book.</p> <p>Read aloud what he/she has written with appropriate intonation to make the meaning clear. Make simple additions, revisions and corrections to his/her own writing by proof-reading to check for errors in spelling, grammar and punctuation e.g. ends of sentences punctuated correctly.</p> <p>Understand the following terminology: Noun, noun phrase. Statement, question, exclamation, command. Compound, suffix. Adjective, adverb, verb. Tense (past, present). Apostrophe, comma.</p>