

Writing – Next Steps Programme of Study				
	Transcription	Handwriting	Composition	Vocabulary, Grammar and Punctuation
30 - 50 months		• Draws lines and circles using gross motor movements • Holds pencil between thumb and two fingers • Holds pencil near point and uses it with good control • Can copy some letters	• Sometimes gives meaning to marks they make • Ascribes meanings to marks that they see in different places	
40 - 60 months	• Hears and says the initial sound in words • Can segment the sounds in simple words and blend them together • Links sounds to letters, naming and sounding the letters of the alphabet • Writes own name and other things such as labels, captions • Attempts to write short sentences in meaningful contexts	• Handle tools with increasing control • Shows a preference for a dominant hand • Begin to use anticlockwise movement and retrace vertical lines • Begin to form recognisable letters • Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed	• Gives meaning to marks they make as they draw, write and paint • Introduces a storyline or narrative to their play • Begins to break the flow of speech into words • Continues a rhyming string • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence	
2021 ELGs	• Spell words by identifying sounds and representing them with letters	• Write recognisable letters, most of which are correctly formed	• Write simple sentences that can be read by others	
Year 1	• Spell words containing 40+ graphemes taught • Spell common exception words • Spell days of the week • Name letters of alphabet • Learn alternate spellings of sounds	• Sit correctly at a table, hold a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form digits 0-9 • Form capital letters	• Saying what they are going to write about • Orally composing sentence • Sequence sentences to form a short narrative • Re-read what they have written to check it makes sense • Discuss what they have written with teacher and peers	• Leave spaces between words • Begin to punctuate a sentences using capital letters, question marks, exclamation marks and full stops • Use <i>and</i> to join clauses • Use capital letters for names for people, places, days of week and 'I'

	• Add prefixes and suffixes; <i>un, s, es, ing, ed, er est</i> • Write from memory simple dictated sentences (Refer to Appendices in NC)		• Read aloud their writing clearly enough for teacher and peers to hear	(Refer to Appendices in NC)
Year2	• Segment spoken words into phonemes and representing these by graphemes, spelling many correctly • Learn new ways of spelling phonemes for which one or more spellings are already known • Spell common exception words • Spell words with contracted forms • Learn the possessive apostrophe • Distinguish between homophones and near-homophones • Add suffixes; <i>ment, ness, ful, less, ly</i> • Write from memory simple dictated sentences (Refer to Appendices in NC)	• Form lower-case letters, capital letters and digits of the correct size, orientation and relationship to one another • Use spacing between words that reflects the size of the letters	• Develop positive attitudes and stamina for writing by writing; narratives (real & fictional), real events, poetry, for different purposes • Plan/say what they are going to write about • Write down ideas and 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 and proof reading • Read aloud what they have written with appropriate intonation	• Punctuate sentences with capital letters, question marks, exclamation marks, full stops, commas for lists and apostrophes (possessive & contracted forms) • Use expanded noun phrases to describe and specify • Write statements, exclamations, questions and commands • Use the present and past tense correctly • Use subordination; <i>when, if, that, because</i> • Use coordination; <i>or, and, but</i> (Refer to Appendices in NC)
Greater Depth		• Use diagonal and horizontal strokes needed to join letters	• Write effectively and coherently for different purposes	