



SANDRINGHAM INFANT AND NURSERY ACADEMY

Progression of Skills



ENGLISH - WRITING, SPELLING AND GRAMMAR

Terminology			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> Letter, word 	<ul style="list-style-type: none"> Grapheme, phoneme, digraph, trigraph, word, sentence, letter, full stop 	<ul style="list-style-type: none"> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma

Word and Spellings			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> Begins to write own name 	<p><u>ELG</u></p> <ul style="list-style-type: none"> Express themselves effectively, showing awareness of listeners' needs. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Develop their own narratives and explanations by connecting ideas or events. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]

Sentence Structure			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • 	<p><u>40-60 months</u></p> <ul style="list-style-type: none"> • Children attempt to write simple sentences in meaningful contexts <p><u>ELG</u></p> <ul style="list-style-type: none"> • Children write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • How words can combine to make sentences join words and joining clauses using 'and' 	<ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Punctuation			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Separation of words with spaces • Introduction to full stops 	<ul style="list-style-type: none"> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun 'I' 	<ul style="list-style-type: none"> • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Handwriting			
Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using whole-hand grasp • Holds pencil near point between first two fingers and thumb and uses it with good control • Can copy some letters, e.g. letters from their name 	<ul style="list-style-type: none"> • Shows a preference for a dominant hand • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> • 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 capitals letters and digits 0-9 • Understand which letters belong to which handwriting families 	<ul style="list-style-type: none"> • Form lower case letters in the correct direction, starting and finishing in right place • Write capital letters/digits the correct size orientation/relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters • Form lower-case letters to 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 (GD)