

# Fairisle Infant and Nursery Writing knowledge and skills progression

	YR N	YR R	YR 1	YR 2
<b>Phonics and whole word spelling</b>	<p>Letters and Sounds - Phase 1 - 7 aspects –</p> <ul style="list-style-type: none"> <li>• Aspect 1 - Environmental Sound Discrimination</li> <li>• Aspect 2 - Instrumental Sound discrimination</li> <li>• Aspect 3 - Body Percussion Sound Discrimination</li> <li>• Aspect 4 - Rhythm and Rhyme</li> <li>• Aspect 5 - Alliteration</li> <li>• Aspect 6 - Voice Sounds</li> <li>• Aspect 7 - Oral Blending and segmenting</li> </ul>	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words</p> <p>Recall &amp;/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing</p> <p>Spell some taught common exception/ high frequency and familiar words</p>	<p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which 1 or more spellings are already known, and earn some words with each spelling, including a few common homophones</p> <p>Learn to spell common exception words</p> <p>Distinguish between homophones and near-homophones</p>
<b>Other word building spelling</b>	<p>Having a go at writing names - spelt correctly and words of personal importance to the child</p>	<p>Write own name accurately</p>	<p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un</p> <p>use –ing, –ed, –er and –est where no change is needed in the spelling of root words</p> <p>Apply simple spelling rules and guidance from Appendix 1</p>	<p>Learn the possessive apostrophe (singular)</p> <p>Learn to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Show awareness of silent letters in spelling e.g. knight, write</p> <p>Use –le ending as the most common spelling for this sound at the end of words</p> <p>Apply spelling rules and guidelines from Appendix 1</p>

# Fairisle Infant and Nursery Writing knowledge and skills progression

<b>Transcription</b>	<p>Give meaning to their marks and annotate</p>	<p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>
<b>Handwriting</b>		<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient (PD)</p> <p>Begin to form lower-case and capital letters correctly. (LIT)</p> <p>Know how to write the taught letters (LIT)</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' and to practise these</p> <p>Produce recognisable letters and words to convey meaning another person can read writing with some mediation</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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 unjoined</p> <p>Write capital letter and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of its letters</p>
<b>Contexts for writing</b>	<p>Children are given a range of writing opportunities across a variety of contexts</p>	<p>Write simple narratives</p> <p>Write about real events</p>	<p>Narratives about personal experiences and those of others (real and fictional)</p> <p>Write about real events</p> <p>Write poetry</p> <p>Write for different purposes</p>	

# Fairisle Infant and Nursery Writing knowledge and skills progression

<b>Planning writing</b>	<p>Tell an adult what you are going to paint, draw, make, write</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p> <p>Tell an adult what you are going to write</p> <p>Say your sentence out loud and count your words onto your fingers</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p>	<p>Plan or say out loud what they are going to write about</p>
<b>Drafting writing</b>		<p>Sequence sentences pictorially</p>	<p>Sequence sentences to form short narratives</p>	<p>Write down ideas and/or key words, including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p>
<b>Editing writing</b>		<p>With support read back what they have written to check it makes sense</p>	<p>Reread to check it makes sense</p> <p>Discuss what they have written with a teacher or other pupil</p> <p>Begin to check for punctuation errors- 'Fantastic five'</p>	<p>Evaluate writing with teacher and the pupils. Rereading to check that it makes sense and that verbs to indicate time are used correctly and consistently - including verbs in the continuous form.</p> <p>Proofread to check for errors in spelling, grammar and punctuation</p> <p>Begin to make simple additions and revisions to writing</p>
<b>Performing writing</b>	<p>Drama and role play activities</p>		<p>Read own writing aloud clearly enough to be heard by peers and teacher</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>
<b>Vocabulary</b>	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events (C&amp;L)</p> <p>Explore the meaning of new words and use verbally in context</p>	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect) (C&amp;L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&amp;L)</p>	<p>Leave spaces between words</p> <p>Join words and joining clauses using "and"</p> <p>Use familiar adjectives to add detail e.g. red apple, bad wolf</p>	<p>Use expanded noun phrases to describe and specify</p> <p>Attempt some varied vocab and use some varied sentence openings</p>

# Fairisle Infant and Nursery Writing knowledge and skills progression

<p><b>Grammar</b></p>			<p>Use regular plural noun suffixes (-s, -es)</p> <p>Use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>Use the un- prefix to change meaning of adjectives/adverbs Combine words to make sentences</p> <p>Separate words with spaces</p> <p>Use sentence demarcation (. ! ?)</p> <p>Use capital letters for names and pronoun 'I')</p>	<p>Use coordination (using or, and, or but)</p> <p>Use commas in lists</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>Use subordination (using when, if, that, or because)</p> <p>Use apostrophes for omission &amp; singular possession</p> <p>Use the present and past tenses correctly and consistently including the progressive form</p> <p>Use extended simple sentences e.g. including adverbs and adjectives to add interest</p> <p>Understand grammatical terminology when discussing writing</p>
<p><b>Punctuation</b></p>		<p>Introduce: Capital letter to start a sentence Spaces between words A full stop at the end of a sentence.</p>	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>
<p><b>Grammar terminology</b></p>	<p>Beat, rhythm, syllable</p>	<p>Phoneme, grapheme, digraph, trigraph, letter capital letter word sentence full stop</p>	<p>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, Grapheme, Phoneme, digraph, trigraph</p>	<p>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present) apostrophe, comma, grapheme, phoneme, digraph, trigraph</p>