

Writing skills

	EYFS	Year 1
Transcription: Handwriting	<p>Children handle equipment and tools effectively, including pencils for writing.</p> <p>Children write in print.</p>	<p>Sit correctly at the table, holding pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Understand which letters belong to which handwriting 'families' and practise these.</p>
Transcription: Spelling	<p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Usually correct spelling of most words in the year 1 list.</p> <p>Phonetically plausible attempts at words with digraphs and double letters</p> <p>Sufficient number of recognisable words for writing to be readable.</p> <p>Usually segments and spells adjacent consonants for spelling</p> <p>Uses knowledge of alternative phonemes to narrow down possibilities for accurate spelling.</p>

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Grammar: Word Level	Write simple sentences which can be read by themselves and others.	Regular plural noun suffixes '-s' or '-es' Suffixes that can be added to verbs where no change is needed in the spelling of root words. How the prefix '-un' changes the meaning of verbs and adjectives.
Grammar: Sentence Structure	Write simple sentences which can be read by themselves and others.	How words can combine to make sentences. Joining words and joining sentences using and.
Grammar: Text Structure	Write simple sentences which can be read by themselves and others.	Sequencing sentences to form short narratives.
Punctuation		Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I.
Grammar and Punctuation: Terminology	<ul style="list-style-type: none"> • Letter • Word 	<ul style="list-style-type: none"> • Letter, capital letter • Word, singular, plural • Sentence • Punctuation mark, full stop, question mark, exclamation mark

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Writing: Composition	Write simple sentences which can be read by themselves and others.	
Writing: Composition – Plan writing	Write simple sentences which can be read by themselves and others.	Say out loud what they are going to write about.
Writing: Composition – Drafting and writing		Compose a sentence orally before writing. Sequence sentences to form short narratives.
Writing: Composition – Editing	Discuss what they have written with the teacher or other pupils.	Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing Genres

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Instructions	Lists of instructions linked to actions or procedures e.g. baking.	<p>Ideas grouped in sentences in time sequence.</p> <p>Written in the imperative e.g. sift the flour.</p> <p>Use of numbers or bullet points to signal order.</p>
Recount – experiences, diary, police reports, sports reports	Labelling posters or writing about experiences.	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>
Non-Chronological Reports	Writing about experiences or truffle moments.	<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Written in the appropriate tense. e.g. Sparrow’s nest... Dinosaurs were...</p>
Letters	Writing short letters to others, using envelopes.	Ideas grouped in sentences in time sequence.
Persuasion - Purpose: advert, leaflet, argument		<p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p>

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Biography	Writing about themselves.	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>
Balanced Argument – Purpose: Speech, Essay, Letter		<p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p>
Newspaper	Writing wanted or missing posters.	<p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Beginning describes what happened</p>
Story	<p>Orally saying or writing stories of others and their own.</p> <p>Understanding through tales toolkit that there is a character, setting, problem and finally a solution (fiction).</p>	<p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>