



Together We Grow

Buttsbury Infant School

Curriculum Progression Statements

At Buttsbury Infant School we pride ourselves on having an ambitious, broad and balanced curriculum. We follow the National Curriculum and ensure that there is progression throughout each subject, in all year groups. As we follow the National Curriculum, some progression is outlined in statutory documentation; where this is not explicit, we have used a range of other sources to guarantee there is appropriate challenge and variety.

This document sets out how Buttsbury Infant School's curriculum progresses in each subject.



Buttsbury Infant School Writing Skills Progression

EYFS			
	Autumn	Spring	Summer
<u>Skills progression</u>	<p>(Physical skills)</p> <ul style="list-style-type: none"> -Move with confidence in a range of ways with ability to control gross movements. -Negotiate space successfully. -Draw lines and circles using gross motor movements. -Ability to use one handed tools and equipment, such as scissors. -Hold pencil between thumb and two fingers. -Hold pencil correctly and with good control. -Able to copy some letters, especially letters from own name. <p>(Self-regulation skills)</p> <ul style="list-style-type: none"> -Able to choose their own equipment they need for a task. <p>(Writing)</p> <ul style="list-style-type: none"> -Make marks on their picture to stand for their name/other words which they give meaning to. -Begin to form lower case and capital letters correctly. -Write own name. -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. 	<p>(Physical skills)</p> <ul style="list-style-type: none"> -Experiment with different types of movements. -Refining a range of physical actions. -Handling tools, objects and malleable materials with increasing control. - Show a preference for a dominant hand. <p>Begin to show anticlockwise movements and retrace vertical lines.</p> <ul style="list-style-type: none"> -Begin to form recognisable letters. -Hold a pencil and use it effectively to form recognisable letters, especially those in their own name. <p>(Self-regulation skills)</p> <ul style="list-style-type: none"> -Choose resources they need for a given activity. -Say when they do/do not need help. <p>(Writing)</p> <ul style="list-style-type: none"> -Use phonic knowledge to write words in ways that match their spoken sounds. -Write some common irregular words. -Write simple sentences that can be read. -Able to write some small, familiar words correctly and able to make phonetically plausible attempts at longer words. -Write from left to right on the paper. -Re-read what they have written to check it makes sense. 	<p>(Physical skills)</p> <ul style="list-style-type: none"> -Use a range of small tools such as scissors, paintbrushes and cutlery. -Use a tripod grip in almost all cases. -Begin to show accuracy and care when drawing. -Able to use pencil for writing fluently. <p>(Self-regulation skills)</p> <ul style="list-style-type: none"> -Set and work towards simple goals. -Give focussed attention to what the teacher says. -Able to follow instructions involving several ideas or actions. <p>(Writing)</p> <ul style="list-style-type: none"> Write recognisable letters, most which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or group of letters. -Able to write simple phrases and sentences that can be read by others.

	<ul style="list-style-type: none"> -Able to represent the written word writing/making marks from left to right on the paper. -Segment and blend the sounds in simple words and naming sounds. -Spell some CVC words by identifying the sounds and then writing the sounds with letters. -Begin to use full stops and capital letters. 		
<p><u>Early learning goals</u></p>	<p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 		

	Year 1	Year 2
Transcription	<p>Pupils should be taught to- spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <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>Pupils should be taught to- spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl’s book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far
Handwriting	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

		<ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters
<p>Composition</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or 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: <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear

<p>Vocabulary, grammar and punctuation</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using 'and' • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in <u>English appendix 2</u> • use the grammatical terminology in English <u>English appendix 2</u> in discussing their writing 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in <u>English appendix 2</u> by: <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly - see <u>English appendix 2</u>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently, including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in <u>English appendix 2</u> • some features of written Standard English <p>use and understand the grammatical terminology in <u>English appendix 2</u> in discussing their writing</p>
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