



## The Warren Wood Progression of Skills Model



<b>Writing Skills</b>	
Expected by the End of Year 2	
<b>Phonics and Spelling</b>	<b>Letter Formation, Placement and Positioning</b>
<ul style="list-style-type: none"> <li>• To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li> <li>• To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones.</li> <li>• To apply further Y2 spelling rules and guidance – See</li> <li>• To spell most Y1 and Y2 common exception words correctly.</li> <li>• To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.</li> <li>• To spell more words with contracted forms.</li> <li>• To learn the possessive singular apostrophe.</li> <li>• To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>• To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words.</li> <li>• To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</li> </ul>	<ul style="list-style-type: none"> <li>• To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• To form lower case letters of the correct size, relative to one another.</li> <li>• To correctly use ascenders and descenders.</li> <li>• To use spacing between words that reflects the size of the letters.</li> <li>• To begin to use the diagonal and horizontal strokes needed to join letters.</li> </ul>
<b>Planning, Writing and Editing</b>	<b>Awareness of Audience, Purpose and Structure</b>
<ul style="list-style-type: none"> <li>• To write real and fictional narratives about personal experiences and those of others.</li> <li>• To write simple poetry.</li> <li>• To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</li> <li>• To encapsulate what they want to say, sentence by sentence.</li> <li>• To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</li> <li>• To reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>• To proofread to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>• To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</li> <li>• To read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>



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<b>Sentence Construction and Tense</b>	<b>Use of Phrases and Clauses</b>
<ul style="list-style-type: none"><li>• To use the present tense and the past tense mostly correctly and consistently.</li><li>• To form sentences with different forms: statement, question, exclamation, command.</li><li>• To use some features of written Standard English.</li></ul>	<ul style="list-style-type: none"><li>• To using co-ordination (or/and/but).</li><li>• To use some subordination (when/if/ that/because).</li><li>• To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</li></ul>
<b>Punctuation</b>	<b>Use of Terminology</b>
<ul style="list-style-type: none"><li>• To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</li></ul>	<ul style="list-style-type: none"><li>• To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</li></ul>