

3 | xyZxt

Transcriptional Skills
' nV| ynl uatybMj XZfZjnuk Zl { ...

Oral Composition (links to spoken document and overviews)

3 | xyZxt 2 nXZjjb` MlXl MxMl b` b Zl fbnl k Zl {
AMl` a{ yZyybnl y b MluxnuxbMZ` xn| u ybZn_yZl {Zl VZ
y{x| V{ | xZ
@nxt{Zjjb` yZyybnl y

?ZVZu{bnl 2 nXZjjb` yuZMl b` b b {ZxW{bnl y
f bVZ {b ZyMlX {Ml` a{ yZl {Zl VZ y{M{Zxy
5xVlVnk uny{bnl _nV| y b jZyybnl y
) b a wjMl f Ml j{ b {ZxW{bnl y
@Zk yZl {Zl VZy

JZMÜ f bVZ {b Zy, b a y{x| V{ | xZX yZl {Zl VZy MlX
wj Zy{bnl b`
5xVlVnk uny{bnl , bj UZ MZjWZxMZ uM{ n_jZyybnl y
f nk k | l bMl MlX VnjMlWnxMl ml μujMl Xn xZfZ,
AMl _nx, x{b` MluxnW a n_xZ{Zjjb` MlX b l n fMl b`
y{Zk yZl {Zl VZy

JZMÝ 5xVlVnk uny{bnl , bj UZ MZjWZxMZ uM{ n_jZyybnl y
f nk k | l bMl MlX VnjMlWnxMl ml μujMl Xn xZfZ,
AMl _nx, x{b` MluxnW a n_xZ{Zjjb` MlX b l n fMl b`
y{Zk yZl {Zl VZy

The process below outlines writing progression from reception to Year 2

* {Zl XZX 5 | {Vnk Zy

By the end of EYFS children will be- Vnl _bZl { {n aMfZ M n Ml, x{b` | yb`
{aZbxuanl b| l n, jZX` ZS, x{b` MlX ujZ yZl {Zl VZ {aMl VMI UZ xZM Ut n{aZxyS
, aby{ XZFZjnub` jZ{{Zx_nxk Ml ml ^a

By the end of Year 1 children will be- MjZ {n nxVj f Vnk unyZ MlX, x{Z
Z{Zl XZX yZl {Zl VZy b| l n, jZX` ZS, x{b` MlX ujZ yZl {Zl VZ {aMl VMI UZ xZM Ut n{aZxyS

„ nxXySVMb{MjZ{{ZxyS_b` ZxyuWZy Vhl yb{ZI {jtS_||jj y{nuy MIX uanl Z{bMjt
ujM|yWjZ^a

By the end of Year 2 children will be - MjZ {n nxMjt Vnk unyZ MIX , xZ M
VnaZxZI { ubZVZ n_ , nxi ^a H b^a

- 1 ° W| xMjZ u| | V{ | M|b|
- 1 @ UnxXb M|b` MIX t nnxXb M|b` Vhl h| | V{b| y
- 1 ° xM` Z n_yZI {ZI VZ {tuZy
- 1 GnVM|jMjt_xnk {aZbxZNXb` nxl Z, fnVM|jMjt
- 1 ž ZyVxW{bZ jM` | MZ
- 1) ?@H MIX yuZjbb` y

This will be assessed by;

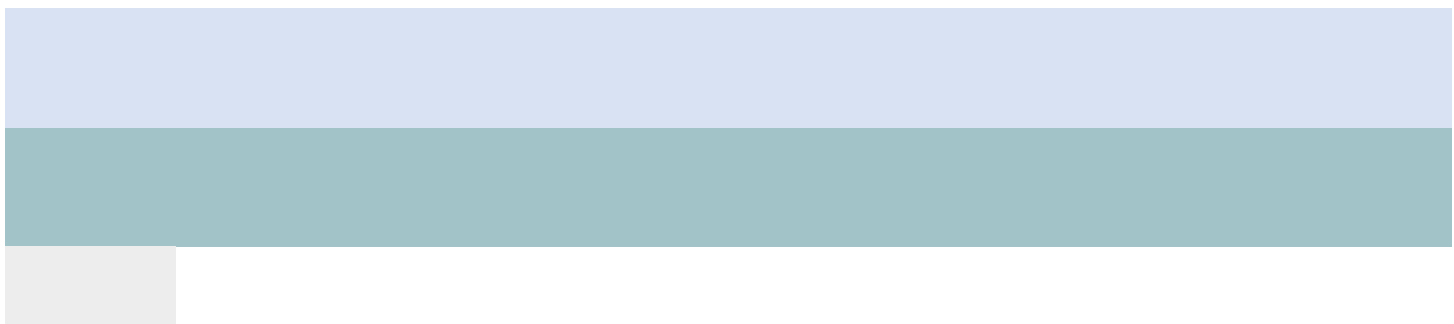
1. Summative assessment:

12 nXZxM|b| , b^ab {aZ yVannj MIX {aZ {x| y{ P {b Zy tZMjt
1 AZWazx° yyZyyk ZI { XMjt

2. Formative assessment:

- 1 `xZZI uZI k M|b`
- 1 † {aZ k nk ZI { fZxUMj_ZZXUMi

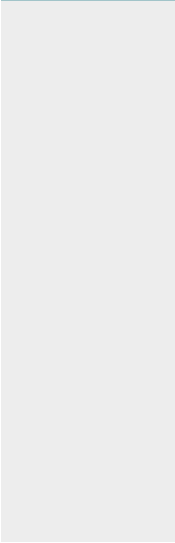
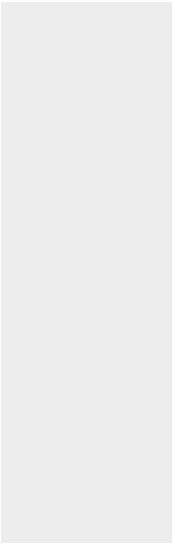
AaZ un` xZyyb| UZjn, yan, y{aZ Z.uny| xZy {n ZNWa` ZI xZ MAbX , bjj aMfZ^a
Aaby



Reception and KS1 Writing Skills Progression

	Planning	Editing	Punctuation	Handwriting
Year R	<p>@M n {jn X {aZ , nXy MlXpnx yanx{ yZl {Zl VZy {aZt MZ b {Zl Xb` {n , xqZ^a</p> <p>@` k Zl { {aZ yn l Xy b yb ujZ , nXyMlX UjZl X {aZk {n` Z{aZxb nXZx{n k MlZ uanl Z{bMjt ujM ybujZ M{Zk u{yM , xqZ` {aZk^a</p>	<p>?Z'ZNM , aM {aZt aMfZ , xq{Zl {n yaMZ b , b{a {aZ {ZMwaZx MlXpnx{aZbuZZxy</p> <p>`_{Zx xZ'xZNMb` MlX XbV yyb` , b{a M{ZMwaZxS l XZxy{MlXb` {aZt Vm aMfZ Mln{aZx` n-Ml , xqZ` M, nXyZl {Zl VZ^a</p>	<p>' b` Zx @uWZy</p>	<p>tZ` b {n UxZMl {aZ _jn, n_yuZZVa b {n , nXy^a</p> <p>ByZ _b` ZxyuWZy {n bXZl {b{ {aZ UxZMly b yuZZVa yb` jZ , nXy^a</p>
Year 1	<p>@M n {jn X , aM {aZt MZ `nb` {n , xqZ Mln {b MxfM VZ^a</p>	<p>?Z'xZNM , aM {aZt aMfZ , xq{Zl {n VaZVl b Nj k MlZyyZl yZ^a</p>	<p>† Ml bMjZ{{Zxy _nxl Nk ZyMlX _nxuZxynl Ml uxn n l y^a † Ml bMjZ{{Zxy Ml {aZ UZ` b l b` n_ yZl {Zl VZy^a ' jj y{nuy > Zy{bnl 2 Mli y " .vJNk Mlnl 2 Mli y † nl yb{Zl { ' b` Zx @uWZy^a</p>	<p>ByZ Ml`</p>

° uny{xnuazY



An |yZ MuM{Zxl n_{axZZ _nxXZyWbu{bnl Z^a
) Z , My njXSUNyX MlX yk bZ†

Year R	Conjunctions	Key Terminology	HRSW
	nl VZ unl M{bk Z	Unni	*
	{aZl	uMZ	l n
	yn	y{nx†	`n
	MlX	UZ` b l b`	{n
	U {	k bXjZ	{aZ
	l Z.:{	Zl X	b{n
	b {aZ Zl X	xatk Z	aZ
		unZk	, Z
		VaM{W{Zx	k Z
		, nxX	UZ
		_b` ZxyuWZ	yaZ
		yn l X	k †
		uanl b/y	tn
		uanl Zk Z	, My
		`xMlaZk Z	aMfZ
		Xb xMla	u {
		{xb xMla	{aZ†
		UjZl Xµb`	yMk
			yn
			Mj
			MZ
			, aZl
			, aM
			, ZxZ
			n {
			ynk Z
			{aZxZ
			jb{JZ
			Xn
Year 1	l n, ynnl _by{ M{Zx{aM nl Z XMµ ba{ y XXZl jt nl A ZyXMµ@ l XM†	jZ{{Zx VnbMjZ{{Zx yb` jMk uj xMj yZl {Zl VZ u l V{ Mbnl k M† _jj y{nu w Zy{bnl k Mxi Z.VNk Mbnl k Mxi	

	<p>b_</p> <p>UZVM yZ</p> <p> {b}</p> <p>, aZl</p> <p>{aM}</p>	<p>y{M}Zk Zl {</p> <p>wj Zy{bnl</p> <p>Z..VjMk M{bnl</p> <p>Vnk k MlX</p> <p>Vnk un l X</p> <p>y _b..</p> <p>Nk{ZV{b}Z</p> <p>Nk{fZxU</p> <p>fZxU</p> <p>{Zl yZ zuM}{SuxZyZl {A</p> <p>Mlny{xnuaz</p> <p>Vnk k M</p> <p>b {xnX V{bnl</p> <p>U bX u</p> <p>uxnUjZk</p> <p>xZynj {bnl</p> <p>ank nuanl Zpank nl tk</p> <p>fnVMU jMk</p> <p>ytjjMUjZ</p> <p>Nj{b}ZxM{bnl</p> <p>ytb b}Z</p> <p>hnb b` , nxXpVnl h l V{bnl</p>	<p>nl VZ</p> <p>k Ml +</p> <p>, Ml{</p> <p>, an</p> <p>, anjZ</p> <p>, aZxZ</p>
--	--	---	---

The techniques used to deliver parts of the gradual release model in lessons can be accessed in the [Bligh Way ToolKit](#).