

Progression in Spelling

Spelling

FS

- *Spell words by identifying the sounds and then writing the sound with letter/s (Literacy - Reception)
- *Spell words by identifying the sounds in them and representing the sounds with a letter or letters. (Literacy - ELG)

Y1

- *The sounds /f/ (**if, puff, photo**), /l/ (**leg, hill**), /s/ (**sit, miss, cell**), /z/ (**zip, hens, buzz**) and /k/ (**cat, check, key, school**) spelt ff, ll, ss, zz and ck
- *The /ŋ/ (**sing**) sound spelt n before k
- *Division of words into syllables
- *-tch
- *The /v/ (**vet**) sound at the end of words
- *Adding s and es to words (*Y1 word level*)
- *Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (*Y1 word level*)
- *Adding -er and -est to adjectives where no change is needed to the root word
- *vowel digraphs & trigraphs: ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are
- *Words ending -y
- *New consonant spellings ph and wh
- *Using k for the /k/
- *Adding the prefix -un (*Y1 word level*)
- *Compound words
- *Common exception words
- *The days of the week
- *Name the letters of the alphabet
- *Dictation

Y2

- *The /dʒ/ (**gem, jug**) sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y
- *The /s/ (**sit, miss, cell**) sound spelt c before e, i and y
- *The /n/ (**man**) sound spelt kn and (less often) gn at the beginning of words
- *The /r/ (**red**) sound spelt wr *at the beginning of words*
- *The /l/ (**leg, hill**) or /əl/ (**farmer and leg, hill**) sound spelt -le at the end of words
- *The /l/ (**leg, hill**) or /əl/ (**farmer and leg, hill**) sound spelt -el at the end of words
- *The /l/ (**leg, hill**) or /əl/ (**farmer and leg, hill**) sound spelt -al at the end of words
- *Words ending -il
- *The /aɪ/ (**mind, fine, pie, high**) sound spelt -y at the end of words
- *Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (*Y2 punctuation*)
- *Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (*Y2 punctuation*)
- *Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (*Y2 punctuation*)
- *The /i:/ (**she, bead, see, scheme, chief**) sound spelt -ey
- *The /ɒ/ (**hot**) sound spelt a after w and qu
- *The /ɜ:/ (**fern, turn, girl**) sound spelt or after w
- *The /ɔ:/ (**launch, raw, born**) sound spelt ar after w
- *The /ʒ/ (**pleasure**) sound spelt s
- *The suffixes -ment, -ness, -ful, -less and -ly (*Y2 word level*)
- *Contractions (*Y2 punctuation*)
- *The possessive apostrophe (singular nouns) (*Y2 punctuation*)
- *Words ending in -tion
- *Homophones and near-homophones
- *Common exception words
- *Dictation
- *Use a dictionary

Progression in Spelling

	Year Group PoS	Recapping Previous Learning	Ongoing Learning
Y3	<ul style="list-style-type: none"> *Adding suffixes beginning with vowel letters to words of more than one syllable *The /ʌ/ (cup) sound spelt ou *More prefixes (un- / mis- / dis-) (<i>Y1 word level: un-</i>) *More prefixes (super- / auto-) *The suffix -ly (<i>Y2 word level</i>) *Words ending with the /g/ (gum) sound spelt -gue and the /k/ (cat, check, key, school) sound spelt -que (French in origin) *More prefixes (re- / sub-) *Words with the /k/ sound spelt ch (Greek in origin) *Words with the /ʃ/ (she, chef) sound spelt ch (mostly French in origin) *Words with the /eɪ/ sound spelt ei, eigh, or ey *Homophones and near-homophones *The suffix -ation (<i>Y3 word level</i>) - not NNS *words from the statutory Y3/4 word list 	<ul style="list-style-type: none"> *apostrophes for contractions 	<ul style="list-style-type: none"> *Use a dictionary *Dictation *proof-reading
Y4	<ul style="list-style-type: none"> *More prefixes (anti-) *Words with endings sounding like /ʒə/ (pleasure and farmer) or /tʃə/ (check and farmer) *The /ɪ/ (hit) sound spelt y elsewhere than at the end of words *More prefixes (in- / il- / im-) *More prefixes (inter-) *The suffix -ous *Endings which sound like /ʒən/ (pleasure and farmer and man) spelt as -sion - not NNS *Endings which sound like /ʃən/ : spelt -tion, -sion, -ssion, -cian *Words with the /s/ sound spelt sc (Latin in origin) *Possessive apostrophe with plural words (<i>Y4 punctuation & word level</i>) *Homophones and near-homophones *words from the statutory Y3/4 word list 	<ul style="list-style-type: none"> *singular possessive apostrophes *Adding suffixes beginning with vowel letters to words of more than one syllable *The /ʌ/ (cup) sound spelt ou *The suffix -ly (<i>Y2 word level</i>) *Words with the /ʃ/ (she, chef) sound spelt ch (mostly French in origin) *Words with the /eɪ/ sound spelt ei, eigh, or ey 	<ul style="list-style-type: none"> *Use a dictionary *Dictation *Proof-reading
Y5	<ul style="list-style-type: none"> *Words with the /i:/ (she, bead, see, scheme, chief) sound spelt ei after c *Words containing the letter-string ough *Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) *Homophones and other words that are often confused (e.g. affect/effect) *Words ending in -ible / -able / -ibly / -ably *Use of the hyphen (<i>Y6 punctuation</i>) *words from the statutory Y5/6 word list 	<ul style="list-style-type: none"> *words from the statutory Y3/4 word list *plurals *apostrophes for contraction & possession 	<ul style="list-style-type: none"> *Use a dictionary *Use a thesaurus *Proof-reading
Y6	<ul style="list-style-type: none"> *Endings which sound like /ʃəl/ spelt -cial & -tial *Adding suffixes beginning with vowel letters to words ending in -fer *Homophones and other words that are often confused (varied by -ce/-se endings) *Endings which sound like /ʃəs/ (she, chef and farmer and sit, miss, cell) spelt -cious or -tious *Words ending in -ant / -ance / -ancy / -ent / -ence / -ency *Words ending in -ible / -able / -ibly / -ably *Homophones and other words that are often confused *words from the statutory Y5/6 word list 	<ul style="list-style-type: none"> *Words containing the letter-string ough *words from the statutory Y3/4 word list *exploring root words & prefixes 	<ul style="list-style-type: none"> *Use a dictionary *Use a thesaurus *Proof-reading

Progression in Handwriting

	Steps to Success	Development Matters/NC PoS
FS	<ul style="list-style-type: none"> *correct writing position *use of RWI handwriting phrases for each letter formation 	<ul style="list-style-type: none"> *develop small motor skills so they can use a range of tools competently, safely and confidently. Suggested tools for drawing and writing. (PD - Rec) *develop the foundations of a handwriting style which is fast, accurate and efficient. (PD - Rec) *Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. (PD - ELG) *Form lower-case and capital letters correctly. (Literacy - Rec) *Write recognizable letters, most of which are correctly formed. (Literacy - ELG)
Y1	<ul style="list-style-type: none"> *revision of correct letter formation using RWI handwriting phrases - letters grouped by shape: Around (c a o d g q) /Down (l t b p k h i j m n r u y) /Curly (e f s) /Zigzag (v w z x) *correct positioning of letters on the line *correct sizing of letters *correct positioning and sizing of ascenders and descenders: boat letters (a c e i m n o r s u v w x z) / sun letters (b d h k l t f) / water letters (g j p q y) 	<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' (i.e. letters that are formed in similar ways) and to practise these.
Y2	<ul style="list-style-type: none"> *revision of formation of all letters with correct sizing and positioning *diagonal join introduced from Stage 3 of RWI handwriting (arm to boat/arm to sun/ arm to sister) *horizontal joined introduced from Stage 3 of RWI handwriting (washing line to boat/ washing line to sun/ washing line to sister) 	<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 unjoined *write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters *use spacing between words that reflects the size of the letters.
Y3	<ul style="list-style-type: none"> *Revision of letter formation, size and clarity of ascenders and descenders *revision of diagonal join to letters without ascenders *revision of horizontal join to letters without ascenders *revision of horizontal join to letters without ascenders *revision of horizontal join to letters with ascenders 	<ul style="list-style-type: none"> *use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined *increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Y4	<ul style="list-style-type: none"> *Continued revision of letter formation, sizing, positioning and correct joins *Practise to develop fluency 	
Y5	<ul style="list-style-type: none"> Revision and ongoing assessment of letter formation, sizing & positioning and joins Practise improving fluency and presentation 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by: *choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters *choosing the writing implement that is best suited for a task.
Y6		

Progression in Composition

	Planning	Drafting & Writing	Evaluate & Edit (& Perform)
FS	*Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words (C&L - Rec)	*Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. (Lit - Rec) *Write simple phrases and sentences that can be read by others. (Lit - ELG)	*Re-read what they have written to check it makes sense. (Lit - Rec)
Y1	*write sentences by 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 aloud their writing clearly enough to be heard by their peers and the teacher
Y2	Consider what they are going to write before beginning by: *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	Develop positive attitudes towards and stamina for writing by: *writing narratives about personal experiences and those of others (real and fictional) *writing about real events *writing poetry *writing for different purposes	Make simple additions, revisions and corrections to their own writing by: *evaluating their writing with the teacher and other pupils *re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form *proof-reading 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.
Y3	*discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar *discussing and recording ideas	*composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures *organising paragraphs around a theme *in narratives, creating settings, characters and plot *in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	*assessing the effectiveness of their own and others' writing and suggesting improvements *proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences *proof-read for spelling and punctuation errors *read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Y4			
Y5	*identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own *noting and developing initial ideas, drawing on reading and research where necessary *in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	*selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action *précising longer passages *using a wide range of devices to build cohesion within and across paragraphs *using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	*assessing the effectiveness of their own and others' writing *proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning *ensuring the consistent and correct use of tense throughout a piece of writing *ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register *proof-read for spelling and punctuation errors *perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Y6			

Progression in Vocabulary, Grammar and Punctuation

	Word Level	Sentence Level
FS	<ul style="list-style-type: none"> *learn new vocabulary (C&L - Rec) *Use new vocabulary in different contexts (C&L - Rec) 	<ul style="list-style-type: none"> *articulate ideas & thoughts in well-formed sentences (C&L - Rec) *connect one idea to another using a range of connectives (C&L - Rec) *write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. (Lit - Rec) *write simple phrases and sentences that can be read by others. (Lit - ELG)
Y1	<ul style="list-style-type: none"> *Regular plural noun suffixes –s or –es (<i>Y1 spelling</i>) *Suffixes that can be added to verbs where no change is needed in the spelling of root words (<i>Y1 spelling</i>) *How the prefix un- changes the meaning of verbs and adjectives (<i>Y1 spelling</i>) *Introduce names for word classes including nouns, verbs and adjectives 	<ul style="list-style-type: none"> *How words can combine to make sentences *Joining words and joining clauses using <i>and</i> *Using other coordinating conjunctions e.g. <i>but, so</i> *Use adjectives (describing words) such as <i>pretty, new, blue, fierce</i>.
Y2	<ul style="list-style-type: none"> *Formation of nouns using suffixes such as –ness, –er and by compounding (<i>Y1 & Y2 spelling</i>) *Formation of adjectives using suffixes such as –ful, –less (<i>Y2 spelling</i>) *Use of the suffixes –er, –est in adjectives (<i>Y1 & Y2 spelling</i>) *Use of –ly in Standard English to turn adjectives into adverbs (<i>Y2 spelling</i>) *Use names for word classes including nouns, verbs, adjectives and adverbs (–ly) *Alphabetical order 	<ul style="list-style-type: none"> *Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but, so</i>) *Expanded noun phrases for description and specification *How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command *Use imperative verbs ‘bossy verbs’ when writing instructions *Use simple gender forms correctly *Identify the subject in a sentence *Verb tenses *Subject verb agreement
Y3	<ul style="list-style-type: none"> *Formation of nouns using a range of prefixes (<i>Y3 spelling</i>) *Use of the forms a or an according to whether the next word begins with a consonant or a vowel *Word families based on common words, showing how words are related in form and meaning *Know the five vowels (<i>a, e, i, o, u</i>) and that the rest of the alphabet are called consonants *Identify adjectives in a text and classify adjectives *introduce the terms synonym and antonym 	<ul style="list-style-type: none"> *Extending the range of sentences with more than one clause by using a wider range of conjunctions *Expressing time, place and cause using conjunctions, adverbs or prepositions *Simple and compound sentences *Identify main clauses and subordinate clauses in a complex sentence *Understand that words can move word classes; focus on nouns, verbs, adjectives, adverbs and prepositions
Y4	<ul style="list-style-type: none"> *The grammatical difference between plural and possessive –s (<i>Y4 punctuation</i>) *Standard English forms for verb inflections instead of local spoken forms *Pronouns and possessive pronouns (<i>Y4 text level</i>) *Determiners 	<ul style="list-style-type: none"> *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases *Fronted adverbials *Adverbials *Prepositional phrase *Adjectival phrase *Avoid using double negatives *Identify the difference between direct and reported speech
Y5	<ul style="list-style-type: none"> *Converting nouns or adjectives into verbs using suffixes *Verb prefixes (<i>Y3 and Y4 spelling</i>) 	<ul style="list-style-type: none"> *Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an implied (i.e. omitted) relative *Indicating degrees of possibility using adverbs or modal verbs pronoun *Using expanded noun phrases to convey complicated information concisely *Correct use of <i>I</i> and <i>me</i>
Y6	<ul style="list-style-type: none"> *The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing *How words are related by meaning as synonyms and antonyms *Definite and indefinite articles *Adverbs of time, manner, frequency and place *Nouns – abstract, collective, common and proper 	<ul style="list-style-type: none"> The difference between vocabulary and structures typical of informal speech and vocabulary and structures appropriate for formal speech and writing, including subjunctive forms *Use of passive verbs to affect the presentation of information in a sentence *Subject, verb and object

Progression in Vocabulary, Grammar and Punctuation

	Text Level	Punctuation	Terminology
FS	<ul style="list-style-type: none"> *re-read what they have written to check it makes sense. (Lit - Rec) *write simple phrases and sentences that can be read by others. (Rec - ELG) 	<ul style="list-style-type: none"> *write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. (Lit - Rec) 	<ul style="list-style-type: none"> letter, capital letter word, sentence, full stop
Y1	<ul style="list-style-type: none"> *Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> *Separation of words with spaces *Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences *Capital letters for names of people, places, the days of the week, and for the personal pronoun I 	<ul style="list-style-type: none"> letter, capital letter, word, singular, plural sentence, punctuation, full stop, question mark, exclamation mark noun, verb, adjective, proper noun, pronoun prefix, suffix, syllable
Y2	<ul style="list-style-type: none"> *Correct choice and consistent use of present tense and past tense throughout writing *Use of the progressive form of verbs in the present and past tense to mark actions in progress (<i>verb tenses & subject verb agreement must be taught first - Y2 sentence level</i>) *Correct choice and consistent use of irregular verbs in the present and past tense throughout writing 	<ul style="list-style-type: none"> *Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences *Commas to separate items in a list *Apostrophes to mark where letters are missing in spelling (contracted forms) (<i>Y2 spelling</i>) *Apostrophes to mark singular possession in nouns (<i>Y2 spelling</i>) *Use capital letters for proper nouns 	<ul style="list-style-type: none"> noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma
Y3	<ul style="list-style-type: none"> *Introduction to paragraphs as a way to group related material *Headings and sub-headings to aid presentation *Use of the present perfect form of verbs instead of the simple past 	<ul style="list-style-type: none"> *Introduction to inverted commas (or 'speech marks') to punctuate direct speech 	<ul style="list-style-type: none"> preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
Y4	<ul style="list-style-type: none"> *Use of paragraphs to organise ideas around a theme *Appropriate choice of pronoun or noun within and across sentences to aid cohesion, for clarity and avoid repetition (<i>Y4 word level</i>) *Further investigate verb tenses (including, past, present and future) 	<ul style="list-style-type: none"> *Use of inverted commas (or 'speech marks') and other punctuation to indicate direct speech *Apostrophes to mark plural possession *Use of commas to mark phrases or clauses 	<ul style="list-style-type: none"> determiner pronoun, possessive pronoun adverbial
Y5	<ul style="list-style-type: none"> *Devices to build cohesion within a paragraph *Linking ideas across paragraphs using adverbials of time, place and number or tense choices *Use the perfect form of verbs to mark relationships of time and cause (<i>Y3 text level</i>) 	<ul style="list-style-type: none"> *Brackets, dashes or commas to indicate parenthesis *Use of commas to clarify meaning or avoid ambiguity in writing *Use of commas for relative clauses 	<ul style="list-style-type: none"> modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity
Y6	<ul style="list-style-type: none"> *Layout devices *Linking ideas across paragraphs using a wider range of cohesive devices: <i>Use of the ellipsis to show that a word has been missed out or a sentence is not finished (Y6 punctuation)</i> 	<ul style="list-style-type: none"> *Use of the semi-colon, colon and dash to mark the boundary between independent clauses *Use of the colon to introduce a list and use of semi-colons within lists *Punctuation of bullet points to list information *How hyphens can be used to avoid ambiguity (<i>Y6 spelling</i>) *Use of the ellipsis to show that a word or a phrase that is expected and predictable has been omitted or a sentence is not finished (<i>Y6 text level</i>) 	<ul style="list-style-type: none"> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points