



# Mark First and Preschool CE Academy: WRITING PROGRESSION across the school

(National Curriculum and EYFS ELG Objectives)

	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Handwriting</b>	<b>Penpals Progression</b>				
	<p><b>Penpals Progression:</b></p> <p><b>Autumn Term</b></p> <ol style="list-style-type: none"> <li>1 Dots</li> <li>2 Straight lines and crosses</li> <li>3 Circles</li> <li>4 Waves</li> <li>5 Loops and bridges</li> <li>6 Joined straight lines</li> <li>7 Angled patterns</li> <li>8 Eights</li> <li>9 Spirals</li> <li>10 Left-to-right orientation</li> <li>11 Mix of patterns</li> <li>12 Review of patterns</li> </ol> <p><b>Spring Term</b></p> <ol style="list-style-type: none"> <li>13 Introducing long-legged giraffe letters: <b>l</b></li> <li>14 Practising long-legged giraffe letters: <b>l, i</b></li> <li>15 Practising long-legged giraffe letters: <b>u, t</b></li> <li>16 Practising long-legged giraffe letters: <b>j, y</b></li> <li>17 Practising all the long-legged giraffe letters: <b>l, i, t, u, j, y</b></li> <li>18 Introducing one-armed robot letters: <b>r</b></li> <li>19 Practising one-armed robot letters: <b>b, n</b></li> <li>20 Practising one-armed robot letters: <b>h, m</b></li> <li>21 Practising one-armed robot letters: <b>k, p</b></li> <li>22 Practising all the one-armed robot letters: <b>r, b, n, h, m, k, p</b></li> <li>23 Practising all long-legged giraffe &amp; one-armed robot letters</li> <li>24 Reviewing all long-legged giraffe &amp; one-armed robot letters</li> </ol>	<p><b>Penpals Progression:</b></p> <p><b>Autumn Term</b></p> <ol style="list-style-type: none"> <li>1 Practising long-legged giraffe letters</li> <li>2 Writing words with <b>ll</b></li> <li>3 Introducing capitals for long-legged giraffe letters</li> <li>4 Practising one-armed robot letters</li> <li>5 Practising long-legged giraffe letters and one-armed robot letters</li> <li>6 Introducing capitals for one-armed robot letters</li> <li>7 Practising curly caterpillar letters</li> <li>8 Writing words with double <b>ff</b></li> <li>9 Writing words with double <b>ss</b></li> <li>10 Introducing capitals for curly caterpillar letters</li> </ol> <p><b>Spring Term</b></p> <ol style="list-style-type: none"> <li>11 Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters</li> <li>12 Practising zig-zag monster letters</li> <li>13 Writing words with double <b>zz</b></li> <li>14 Mixing all the letter families</li> <li>15 Practising capital letters</li> <li>16 Practising numbers 0-9</li> <li>17 Writing words with <b>ck</b> and <b>qu</b></li> <li>18 Practising long vowel phonemes: <b>ai, igh, oo</b></li> <li>19 Practising vowels with adjacent consonants: <b>ee, oa, oo</b></li> <li>20 End-of-term check</li> </ol>	<p><b>Penpals Progression:</b></p> <p><b>Autumn Term</b></p> <ol style="list-style-type: none"> <li>1 Practising diagonal join to ascender: <b>th, ch</b></li> <li>2 Practising diagonal join, no ascender: <b>ai, ay</b></li> <li>3 Practising diagonal join, no ascender: <b>ir, er</b></li> <li>4 Practising horizontal join to ascender: <b>wh, oh</b></li> <li>5 Practising horizontal join, no ascender: <b>ow, ou</b></li> <li>6 Introducing diagonal join to e: <b>ie, ue</b></li> <li>7 Introducing horizontal join to e: <b>oe, ve</b></li> <li>8 Introducing <b>ee</b></li> <li>9 Practising diagonal join, no ascender: <b>le</b></li> <li>10 Writing numbers 1-100</li> </ol> <p><b>Spring Term</b></p> <ol style="list-style-type: none"> <li>11 Introducing diagonal join to anticlockwise letters: <b>ea</b></li> <li>12 Practising diagonal join to anticlockwise letters: <b>igh</b></li> <li>13 Practising diagonal join to anticlockwise letters: <b>dg, ng</b></li> <li>14 Introducing horizontal join to anticlockwise letters: <b>oo, oa</b></li> <li>15 Practising horizontal join to anticlockwise letters: <b>wa, wo</b></li> <li>16 Introducing mixed joins for three letters: <b>air, ear</b></li> <li>17 Practising mixed joins for three letters: <b>oor, our</b></li> <li>18 Practising mixed joins for three letters: <b>ing</b></li> <li>19 Size and spacing</li> <li>20 End-of-term check</li> </ol>	<p><b>Penpals Progression:</b></p> <p><b>Autumn Term</b></p> <ol style="list-style-type: none"> <li>1 Practising joining through word in stages: no ascenders or descenders</li> <li>2 Practising joining through a word in stages: parallel ascenders</li> <li>3 Introducing joining from s to ascender: <b>sh, sl, st, sk</b></li> <li>4 Introducing joining from s, no ascender: <b>sw, si, se, sm, sn, sp, su</b></li> <li>5 Introducing joining from s to an anticlockwise letter: <b>sa, sc, sd, sg, so, sq</b></li> <li>6 Introducing joining from r to an ascender: <b>rb, rh, rk, rl, rt</b></li> <li>7 Introducing joining from r, no ascender: <b>ri, ru, rn, rp</b></li> <li>8 Introducing joining from r to anticlockwise letter: <b>ra, rd, rg, ro</b></li> <li>9 Introducing joining from r to e: <b>are, ere, ure, ore, ire</b></li> <li>10 Introducing break letters: <b>g, j, y, f, b, p, x, z</b></li> </ol> <p><b>Spring Term</b></p> <ol style="list-style-type: none"> <li>11 Introducing joining to f: <b>if, ef, af, of</b></li> <li>12 Introducing joining from f to an ascender: <b>fl, ft</b></li> <li>13 Introducing joining from f, no ascender: <b>fe, fi, fu, fr, fy</b></li> <li>14 Introducing joining from f to an anticlockwise letter: <b>fo, fa</b></li> <li>15 Introducing <b>ff</b></li> <li>16 Introducing <b>rr</b></li> <li>17 Introducing <b>ss</b></li> <li>18 Introducing <b>qu</b></li> <li>19 Revising parallel ascenders and descenders</li> <li>20 End-of-term check</li> </ol>	<p><b>Penpals Progression:</b></p> <p><b>Autumn Term</b></p> <ol style="list-style-type: none"> <li>1 Introducing diagonal join from p and b to ascender: <b>ph, pl, bl</b></li> <li>2 Introducing diagonal join from p and b, no ascender: <b>bu, bi, be, pu, pi, pe</b></li> <li>3 Introducing diagonal join from p and b to an anticlockwise letter: <b>pa, po, pu, ba, bo, bs</b></li> <li>4 Revising parallel ascenders and descenders: <b>bb, pp</b></li> <li>5 Break letters: <b>x, z</b></li> <li>6 Spacing in common exception words</li> <li>7 Consistent size of letters</li> <li>8 Relative size of capitals</li> <li>9 Speed and fluency</li> <li>10 End-of-term check</li> </ol> <p><b>Spring Term</b></p> <ol style="list-style-type: none"> <li>11 Revising parallel ascenders</li> <li>12 Revising parallel ascenders and break letters</li> <li>13 Relative sizes of letters</li> <li>14 Proportion of letters</li> <li>15 Spacing between letters</li> <li>16 Spacing between words</li> <li>17 Writing at speed</li> <li>18 Improving fluency</li> <li>19 Speed and fluency</li> <li>20 End-of-term check</li> </ol>

	EYFS	Year 1	Year 2	Year 3	Year 4
Penpals Progression (continued)	<p><b>Summer Term</b></p> <p>25 Introducing curly caterpillar letters: <b>c</b></p> <p>26 Practising curly caterpillar letters: <b>a, d</b></p> <p>27 Practising curly caterpillar letters: <b>o, s</b></p> <p>28 Practising curly caterpillar letters: <b>g, q</b></p> <p>29 Practising curly caterpillar letters: <b>e, f</b></p> <p>30 Practising all the curly caterpillar letters: <b>c, a, d, o, s, g, q, e, f</b></p> <p>31 Practising all the curly caterpillar, long-legged giraffe and one-armed robot letters</p> <p>32 Introducing zig-zag monster letters: <b>z</b></p> <p>33 Practising zig-zag monster letters: <b>v, w, x</b></p> <p>34 Practising all the zig-zag monster letters: <b>z, v, w, x</b></p> <p>35 Practising all curly caterpillar &amp; zig-zag monster letters</p> <p>36 Reviewing all curly caterpillar &amp; zig-zag monster letters</p>	<p><b>Summer Term</b></p> <p>21 Numbers 10–20: spacing</p> <p>22 Practising <b>ch</b> unjoined</p> <p>23 Introducing diagonal join to ascender: <b>ch</b></p> <p>24 Practising <b>ai</b> unjoined</p> <p>25 Introducing diagonal join, no ascender: <b>ai</b></p> <p>26 Practising <b>wh</b> unjoined</p> <p>27 Introducing horizontal join to ascender: <b>wh</b></p> <p>28 Practising <b>ow</b> unjoined</p> <p>29 Introducing horizontal join, no ascender: <b>ow</b></p> <p>30 Assessment</p>	<p><b>Summer Term</b></p> <p>21 Building on diagonal join to ascender: <b>ck, al, el, at, il, ill</b></p> <p>22 Building on diagonal join, no ascender: <b>ui, ey, aw, ur, an, ip</b></p> <p>23 Building on horizontal join to ascender: <b>ok, ot, ob, ol</b></p> <p>24 Building on horizontal join, no ascender: <b>oi, oy, on, op, ov</b></p> <p>25 Building on diagonal join to anticlockwise letters: <b>ed, cc, eg, ic, ad, ug, dd, ag</b></p> <p>26 Building on horizontal join to anticlockwise letters: <b>oc, og, od, va, vo</b></p> <p>27 Introducing joins to s: <b>as, es, is, os, ws, ns, ds, ls, ts, ks</b></p> <p>28 Practising joining <b>ed</b> and <b>ing</b></p> <p>29 Assessment</p> <p>30 Capitals</p>	<p><b>Summer Term</b></p> <p>21 Revising joins: letter spacing</p> <p>22 Revising joins: spacing between words</p> <p>23 Revising joins: consistency of size</p> <p>24 Revising joins: fluency</p> <p>25 Revising joins: parallel ascenders</p> <p>26 Revising joins: parallel ascenders and descenders</p> <p>27 Revising horizontal join from r to an anticlockwise letter: <b>rs</b></p> <p>28 Revising break letters</p> <p>29 Assessment</p> <p>30 Revising capital letters</p>	<p><b>Summer Term</b></p> <p>21 Consistency of size</p> <p>22 Proportion</p> <p>23 Spacing between letters and words</p> <p>24 Size, proportion and spacing</p> <p>25 Fluency: writing longer words</p> <p>26 Speed and fluency</p> <p>27 Revising break letters</p> <p>28 Print alphabet: presentation</p> <p>29 Assessment</p> <p>30 Capital letters: presentation</p>

	EYFS	Year 1	Year 2	Year 3	Year 4
Progression in Handwriting Objectives	<p><b>Handwriting:</b>  <b>30-50 Months:</b></p> <ul style="list-style-type: none"> <li>• sometimes give meaning to marks as they draw and paint.</li> <li>• realise tools can be used for a purpose.</li> <li>• draw lines and circles using gross motor movements</li> <li>• use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>• hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>• hold a pencil near point between first two fingers and thumb, and uses it with good control.</li> <li>• copy some letters, e.g. letters from their name.</li> </ul> <p><b>40-60 Months:</b></p> <ul style="list-style-type: none"> <li>• give meaning to marks they make as they draw, write and paint.</li> <li>• use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• show a preference for a dominant hand.</li> <li>• begin to use anticlockwise movement and retrace vertical lines.</li> <li>• begin to form recognisable letters.</li> <li>• use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><b>Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>• handle equipment and tools effectively, including pencils for writing.</li> </ul>	<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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].</li> </ul>	<p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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].</li> </ul>

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Writing Composition - Planning	<p><b>Plan writing by:</b></p> <p><b>30-50 Months:</b></p> <ul style="list-style-type: none"> <li>• speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> <li>• engage in imaginative role play based on own first-hand experiences.</li> <li>• build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'</li> </ul> <p><b>40-60 Months:</b></p> <ul style="list-style-type: none"> <li>• link statements and sticks to a main theme or intention.</li> <li>• use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• introduce a storyline or narrative into their play.</li> <li>• play cooperatively as part of a group to develop and act out a narrative.</li> </ul> <p><b>Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>• develop their own narratives and explanations by connecting ideas or events.</li> </ul>	<p><b>Plan writing by:</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• compose a sentence orally before writing it</li> </ul>	<p><b>Plan writing by:</b></p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul>	<p><b>Plan writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<p><b>Plan writing by:</b></p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>
Writing Composition - Drafting	<p><b>Draft and write by:</b></p> <p><b>30-50 Months:</b></p> <ul style="list-style-type: none"> <li>• capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul> <p><b>40-60 Months:</b></p> <ul style="list-style-type: none"> <li>• write own name and other things such as labels, captions.</li> <li>• attempt to write short sentences in meaningful contexts.</li> </ul> <p><b>Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>• write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> <li>• write simple sentences which can be read by themselves and others.</li> </ul>	<p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> </ul>	<p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul>	<p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>	<p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>

		EYFS	Year 1	Year 2	Year 3	Year 4
Writing Composition	Editing		<b>Evaluate and edit writing by:</b> <ul style="list-style-type: none"> <li>re-reading what they have written to check that it makes sense</li> <li>discuss what they have written with the teacher or other pupils</li> </ul>	<b>Evaluate and edit writing by:</b> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>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</li> <li>proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<b>Evaluate and edit writing by:</b> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<b>Evaluate and edit writing by:</b> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofreading to check for errors in spelling, grammar and punctuation</li> </ul>
	Performing	<b>40-60 Months:</b> <ul style="list-style-type: none"> <li>play cooperatively as part of a group to develop and act out a narrative.</li> <li>use language to imagine and recreate roles and experiences in play situations.</li> </ul> <b>Early Learning Goal:</b> <ul style="list-style-type: none"> <li>express themselves effectively, showing awareness of listeners' needs.</li> </ul>	<b>Performing writing:</b> <ul style="list-style-type: none"> <li>read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>	<b>Performing writing:</b> <ul style="list-style-type: none"> <li>read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<b>Performing writing:</b> <ul style="list-style-type: none"> <li>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<b>Performing writing:</b> <ul style="list-style-type: none"> <li>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>
Grammatical Terminology	<b>Grammatical terminology:</b> <ul style="list-style-type: none"> <li><b>30-50 Months:</b> <ul style="list-style-type: none"> <li>l</li> <li>c</li> <li>w</li> </ul> </li> <li><b>40-60 Months:</b> <ul style="list-style-type: none"> <li>l</li> <li>c</li> <li>w</li> </ul> </li> </ul> <b>Early Learning Goal:</b> <ul style="list-style-type: none"> <li>l</li> <li>c</li> <li>w</li> </ul>	<b>Grammatical terminology:</b> <ul style="list-style-type: none"> <li>letter</li> <li>capital letter</li> <li>word</li> <li>singular</li> <li>plural</li> <li>sentence</li> <li>punctuation</li> <li>full stop</li> <li>question mark</li> <li>exclamation mark</li> </ul>	<b>Grammatical terminology:</b> <ul style="list-style-type: none"> <li>noun</li> <li>noun phrase</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> <li>compound</li> <li>adjective</li> <li>verb</li> <li>suffix</li> <li>adverb</li> <li>tense (present, past)</li> <li>apostrophe</li> <li>comma</li> </ul>	<b>Grammatical terminology:</b> <ul style="list-style-type: none"> <li>adverb</li> <li>preposition</li> <li>conjunction</li> <li>word family</li> <li>prefix</li> <li>clause</li> <li>subordinate clause</li> <li>direct speech</li> <li>consonant</li> <li>consonant letter</li> <li>vowel</li> <li>vowel letter</li> <li>inverted commas (or 'speech marks')</li> </ul>	<b>Grammatical terminology:</b> <ul style="list-style-type: none"> <li>determiner</li> <li>pronoun</li> <li>possessive pronoun</li> <li>adverbial</li> </ul>	

	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Vocabulary, Grammar and Punctuation</b>	<p><b>Vocabulary:</b>  <b>30-50 Months:</b></p> <ul style="list-style-type: none"> <li>• use vocabulary focused on objects and people that are of particular importance to them.</li> <li>• build up vocabulary that reflects the breadth of their experiences.</li> </ul> <p><b>40-60 Months:</b></p> <ul style="list-style-type: none"> <li>• extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul> <p><b>Grammar and Punctuation:</b>  <b>30-50 Months:</b></p> <ul style="list-style-type: none"> <li>• begin to understand 'why' and 'how' questions.</li> <li>• question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</li> <li>• use a range of tenses in speech (e.g. play, playing, will play, played).</li> <li>• begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</li> <li>• show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> </ul> <p><b>Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>• answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>• use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• leaving spaces between words</li> <li>• joining words and joining clauses using "and"</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• regular plural noun suffixes (-s, -es)</li> <li>• verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• un- prefix to change meaning of adjectives/adverbs</li> <li>• to combine words to make sentences, including using 'and'</li> <li>• Sequencing sentences to form short narratives</li> <li>• separation of words with spaces</li> <li>• sentence demarcation (. ! ?)</li> <li>• capital letters for names and pronoun 'I'</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• expanded noun phrases to describe and specify</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• some features of written Standard English</li> <li>• suffixes to form new words (-ful, -er, -ness)</li> <li>• sentence demarcation</li> <li>• commas in lists</li> <li>• apostrophes for omission and singular possession</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause (and place)</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• form nouns using prefixes (super-, anti-)</li> <li>• use the correct form of 'a' or 'an'</li> <li>• word families based on common words (solve, solution, dissolve, insoluble)</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• using and punctuating direct speech (i.e. Inverted commas)</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• using fronted adverbials</li> <li>• difference between plural and possessive -s</li> <li>• Standard English verb inflections (I did vs I done)</li> <li>• extended noun phrases, including with prepositions</li> <li>• appropriate choice of pronoun or noun to create cohesion</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li> </ul>
<b>Common Exception Words</b>	<p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>* write some common irregular words</li> </ul>	<p><b>Common Exception Words:</b></p> <ul style="list-style-type: none"> <li>* spell all Year 1 common exception words correctly.</li> <li>* spell days of the week correctly.</li> </ul>	<p><b>Common Exception Words:</b></p> <ul style="list-style-type: none"> <li>* spell most Year 1 and Year 2 common exception words correctly.</li> </ul>	<p><b>Common Exception Words:</b></p> <ul style="list-style-type: none"> <li>* spell many of the Year 3 and Year 4 statutory spelling words correctly.</li> </ul>	<p><b>Common Exception Words:</b></p> <ul style="list-style-type: none"> <li>* spell all of the Year 3 and Year 4 statutory spelling words correctly.</li> </ul>



	EYFS	Year 1	Year 2	Year 3	Year 4
Phonic Knowledge	<p><b>Phonic Knowledge:</b>  <b>40-60 Months:</b></p> <ul style="list-style-type: none"> <li>• continue a rhyming string.</li> <li>• hear and say the initial sounds in words.</li> <li>• segment the sounds in simple words and blend them together.</li> <li>• link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul> <p><b>Early Learning Goal:</b></p> <ul style="list-style-type: none"> <li>• use their phonic knowledge to write words in ways which match their spoken sounds.</li> </ul>	<p><b>Phonic Knowledge:</b></p> <ul style="list-style-type: none"> <li>• know all letters of the alphabet and the sounds which they most commonly represent.</li> <li>• recognise consonant digraphs which have been taught and the sounds which they represent.</li> <li>• recognise vowel digraphs which have been taught and the sounds which they represent</li> <li>• recognise words with adjacent consonants.</li> <li>• accurately spell most words containing the 40+ previously taught phonemes and GPCs.</li> <li>• spell some words in a phonically plausible way, even if sometimes incorrect.</li> </ul>	<p><b>Phonic Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 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>• 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 (e.g. bare/bear, blue/ blew, night/knight).</li> </ul>		
Further Spelling Conventions		<p><b>Further Spelling Conventions:</b></p> <ul style="list-style-type: none"> <li>• spell simple compound words (e.g. dustbin, football).</li> <li>• read words that they have spelt.</li> <li>• take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those</li> </ul>	<p><b>Further Spelling Conventions:</b></p> <ul style="list-style-type: none"> <li>• spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</li> <li>• learn the possessive singular apostrophe (e.g. the girl's book).</li> <li>• write, from memory, simple sentences dictated by the teacher</li> </ul>	<p><b>Further Spelling Conventions:</b></p> <ul style="list-style-type: none"> <li>• spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary.</li> </ul>	<p><b>Further Spelling Conventions:</b></p> <ul style="list-style-type: none"> <li>• spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</li> <li>• use their spelling knowledge to use a dictionary more efficiently.</li> </ul>

**Spelling Rules & Guidance:**

Apply Year 1 spelling rules and guidance\*, which includes:

- \* the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;
- \* the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);
- \* dividing words into syllables (e.g. rabbit, carrot);
- \* the /tʃ/ sound is usually spelt as 'ch' and exceptions;
- \* the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);
- \* adding -s and -es to words (plural of nouns and the third person singular of verbs);
- \* adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);
- \* adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);
- \* spelling words with the vowel digraphs and trigraphs:
  - 'ai' and 'oi' (e.g. rain, wait, train, point, soil);
  - 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);
  - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);
  - 'ar' (e.g. car, park);
  - 'ee' (e.g. green, week);
  - 'ea' (e.g. sea, dream);
  - 'ea' (e.g. meant, bread);
  - 'er' stressed sound (e.g. her, person);
  - 'er' unstressed schwa sound (e.g. better, under);
  - 'ir' (e.g. girl, first, third);
  - 'ur' (e.g. turn, church);
  - 'oo' (e.g. food, soon);
  - 'oo' (e.g. book, good);
  - 'oa' (e.g. road, coach);
  - 'oe' (e.g. toe, goes);
  - 'ou' (e.g. loud, sound);
  - 'ow' (e.g. brown, down);
  - 'ow' (e.g. own, show);
  - 'ue' (e.g. true, rescue, Tuesday);
  - 'ew' (e.g. new, threw);
  - 'ie' (e.g. lie, dried);
  - 'ie' (e.g. chief, field);
  - 'igh' (e.g. bright, right);
  - 'or' (e.g. short, morning);
  - 'ore' (e.g. before, shore);
  - 'aw' (e.g. yawn, crawl);
  - 'au' (e.g. author, haunt);
  - 'air' (e.g. hair, chair);
  - 'ear' (e.g. beard, near, year);
  - 'ear' (e.g. bear, pear, wear);
  - 'are' (e.g. bare, dare, scared);

\* spelling words ending with -y (e.g. funny, party, family):

**Spelling Rules & Guidance:**

Apply further Year 2 spelling rules and guidance\*, which includes:

- \* the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);
- \* the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);
- \* the /r/ sound spelt 'wr' (e.g. write, written);
- \* the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);
- \* the /aɪ/ sound spelt -y (e.g. cry, fly, July);
- \* adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);
- \* adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;
- \* adding the endings -ing, -ed, -er, -est and -y to words ending in -e with
  - \* a consonant before (including exceptions);
  - \* adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);
- \* the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);
- \* the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);
- \* the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);
- \* the /v/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)
- \* the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);
- \* the /ɔ:/ sound spelt 'ar' after

**Spelling Rules & Guidance:**

Apply further Year 3 spelling rules and guidance\*, which includes:

- spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).
- spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).
- spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).
- spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).
- spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).
- spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).
- spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).
- spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).

**Spelling Rules & Guidance:**

Apply further Year 4 spelling rules and guidance\*, which includes:

- spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).
- spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).
- spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).
- spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs' e.g. musician, electrician, magician, politician, mathematician).
- spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).



