



## Whole School Writing Progression

Phonics and Spelling						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To continue a rhyming string.</p> <p>To hear and say initial sounds.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonetic knowledge to write words in ways which match their spoken sounds.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes: • the sounds /f/, /l/, /s/, /z/</p>	<p>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</p> <p>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 (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>• 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);</li> <li>• the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw)</li> </ul> <p>the /r/ sound spelt 'wr' (e.g. write, written);</p> <ul style="list-style-type: none"> <li>• the /l/ or /əl/ sound spelt-le (e.g. Little, middle) or spelt-el (e.g. camel, tunnel)</li> </ul>	<p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound</p> <p>spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure)</p>	<p>To 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).</p> <p>To 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).</p> <p>To 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).</p> <p>To 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).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate,</p>	<p>Endings which sound like /ʃəs/ spelt -cious or -tious</p> <p>To spell words with endings which sound like /ʃəl/</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight)</p> <p>To spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words ending in-able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial)</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential,</p>



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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 -esto 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);

crescent).

essential).



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To write some irregular words						
To write the first set of tricky words (eg I, the, to, go, no, into,)	<p>To spell most Y1 and Y2 common exception words correctly.</p> <p>To spell all Y1 common exception words correctly.</p> <p>To spell days of the week correctly</p> <p>To use -sand -es to form regular plurals correctly. To use the prefix 'un -' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p> <p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	To spell many of the Y1 and Y2 statutory spelling words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.



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Prefixes						
	<p>To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/ -ed/ -ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/ -ed/ -en/ -ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To correctly spell most words with the prefixes in-, -il-, im-, ir-, sub-, super-, anti-, auto-, inter-, -ex -and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive rootword, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -and to spell nouns ending in -ance/ -ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance. To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/ -ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference)</p>



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Further Spelling Conventions					
	<p>To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then</p>	<p>To spell some more complex homophones and near -homophones, including here/hear, brake/break and mail/male. To use the first three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near -homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>To use a knowledge of morphology and etymology in spelling and</p>



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		represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings)					understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
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Letter Formation Placement and Positioning						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To give meaning to marks as they draw and paint. To realise tools can be used for a purpose. To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To hold a pencil near point between first two fingers and thumb, and uses it with good control. To copy some letters, e.g. letters from their name. To give meaning to marks they make as they draw, write and paint.</p> <p>To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters, belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lowercase letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To 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.</p>



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<p>To show good control and co-ordination in large and small movements. To move confidently in arrange of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing. To write simple sentences which can be read by themselves</p>						
<b>Joining Letters</b>						
		<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
<b>Speaking, Listening and Planning</b>						
<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role play based on own first-hand experiences.</p>	<p>To say out loud what they are going to write about. To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or keywords and new vocabulary to encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To re-read to check that their writing makes</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally.</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how word</p>



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