		KS1			KS2			
	EYFS	Year 1	Year 2	Year3	Year 4	Year 5	Year 6	
Phonics	Hear and say the initial sound in words.	•Words containing each of the 40+ phonemes	•segmenting spoken words into phonemes	• spell further homophones	• spell further homophones	• spell some words with 'silent' letters	• spell some words with 'silent' letters	
	Learn speed sounds 1 and 2 RWI, to develop GPC Say a sound for each letter of the alphabet and at least 10 digraphs.	name the letters of the alphabet in order	and representing these by graphemes, spelling many correctly	• spell words that are often misspelt (Appendix 1)	• spell words that are often misspelt (Appendix 1)	• continue to distinguish between homophones and other words which are often confused	• continue to distinguish between homophones and other words which are often confused	
		•using letter names to distinguish between alternative spellings of the same sound	learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones			• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	
Spelling	Learn speed sounds 1 and 2 RWI, to develop GPC. Say a sound for each letter of the alphabet and at least 10 digraphs.	•common exception words • the days of the week • using the	 learning to spell common exception words distinguishing between homophones and 	 use further prefixes and suffixes and understand how to add them place the 	 use further prefixes and suffixes and understand how to add them place the 	use further prefixes and suffixes and understand the guidance for adding them	 use further prefixes and suffixes and understand the guidance for adding them use dictionaries to 	
	Hear and say sounds in words. Use GPC knowledge to	spelling rule for adding –s or –es as the plural marker for nouns	near- homophones • learning the	possessive apostrophe accurately in words with regular	possessive apostrophe accurately in words with	use dictionaries to check the spelling and meaning of words	check the spelling and meaning of words	
	write simple CVC words and phrases. Spell words by identifying sounds in them and	and the third person singular marker for verbs • using the prefix un–	possessive apostrophe (singular)	plurals and in words with irregular plurals • use the first 2 or 3 letters of a word	regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word	 use the first 3 or 4 letters of a word to check spelling, meaning, or both 	• use the first 3 or 4 letters of a word to check spelling, meaning, or both of	

		Liigiisii	- Writing Curricult	1111110610331011			
	representing the sounds		 learning to spell 	to check its	to check its	of these, in a	these, in a
	with a letter or letters.	 using –ing, –ed, 	more words with	spelling in a	spelling in a	dictionary	dictionary
		–er and –est	contracted forms	dictionary	dictionary		
	Write simple phrases	where no change				Spell some words	Spell most words
	and sentences that can	is needed in the	 add suffixes to 	Spell some words	Spell most words	from the Y5/6	from the Y5/6
	be read by others.	spelling of root	spell longer	from the Y3/4	from the Y3/4	spelling list	spelling list
		words	words, including	spelling list	spelling list		
	Begin to spell reception		-ment, -ness, -				
	common exception	 apply simple 	ful, –less, –ly				
	words.	spelling rules and					
		guidance from	 apply spelling 				
		Appendix 1	rules and				
			guidelines from				
			Appendix 1				
Composition of	Give meaning to marks as	•write from	•write from	Write from	•Write from	identifying the	• identifying the
=	they draw, write and	memory simple	memory simple	memory simple	memory simple	audience for and	audience for and
Writing	paint.	sentences dictated	sentences	sentences,	sentences,	purpose of the	purpose of the
Including transcription, contexts		by the teacher	dictated by the	dictated by the	dictated by the	writing, selecting	writing, selecting
for writing, planning writing, drafting writing	Write own name.	that include words	teacher that	teacher.	teacher.	the appropriate	the appropriate
draiting writing		using the GPCs	include words			form and using	form and using
	Hear and say the initial	and common	using the GPCs,	Discuss writing	Discuss writing	other similar	other similar writing
	sound in words.	exception words	common	similar to that	similar to that	writing as models	as models for their
		taught so far.	exception words	which they are	which they are	for their own	own
	Speak clearly and		and punctuation	planning to write	planning to write		
	formulate whole	saying out loud	taught so far.	in order to	in order to	• in writing	• in writing
	sentences.	what they are		understand and	understand and	narratives,	narratives,
		going to write	•writing	learn from	learn from	considering how	considering how
	Label CVC pictures	about	narratives about	structure, vocab	structure, vocab	authors have	authors have
	With teacher as scribe		personal	and grammar.	and grammar.	developed	developed
	begin to compose a	 composing a 	experiences and			characters and	characters and
	phrase/sentence.	sentence orally	those of others	 Discussing and 	Discussing and	settings in what	settings in what
		before writing it	(real and	recording ideas	recording ideas	pupils have read,	pupils have read,
	Begin to say out loud/	sequencing	fictional)			listened to or seen	listened to or seen
	rehearse together what	sentences to form		 Composing and 	 Composing and 	performed	performed
	they want to write before	short narratives	 writing about 	rehearsing	rehearsing	noting and	
	writing it themselves.		real events	sentences orally,	sentences orally,	developing initial	noting and
		 re-reading what 		progressively	progressively	ideas, drawing on	developing initial
		they have written	 writing poetry 	building rich and	building rich and	reading and	ideas, drawing on
		to check that it		varied vocab and	varied vocab and	research where	reading and
		makes sense		increasing range	increasing range	necessary	

				1		1
	read their	writing for	of sentence	of sentence	selecting	research where
	writing aloud	different	structures.	structures.	appropriate	necessary
	clearly enough to	purposes		 Begin to extend 	grammar and	selecting
	be heard by their		 Started to 	paragraphs used	vocabulary,	appropriate
	peers and the	planning or	recognise	to organise ideas	understanding	grammar and
	teacher	saying out loud	paragraphs	around a theme	how such choices	vocabulary,
		what they are	around a theme		can change and	understanding how
		going to write		In narratives,	enhance meaning	such choices can
		about	In narratives,	creating settings,		change and enhance
			creating settings,	characters and	• in narratives,	meaning
		planning or	characters and	plot	describing settings,	
		saying out loud	plot		characters and	in narratives,
		what they are		In non-fiction,	atmosphere and	describing settings,
		going to write	•In non-fiction,	using simple	integrating	characters and
		about	using simple	organisational	dialogue to convey	atmosphere and
			organisational	devices (headings	character and	integrating dialogue
		writing down	devices (headings	and sub-headings)	advance the action	to convey character
		ideas and/or key	and sub-headings)			and advance the
		words, including		•Read their own	précising longer	action
		new vocabulary	•Read their own	writing aloud	passages	
			writing aloud	using appropriate		 précising longer
		 encapsulating 	using appropriate	intonation and	using a wide	passages
		what they want	intonation and	controlling tone	range of devices to	
		to say, sentence	controlling tone	and volume.	build cohesion	 using a wide range
		by sentence	and volume.		within and across	of devices to build
		•			paragraphs	cohesion within and
						across paragraphs
					 using further 	
					organisational and	using further
					presentational	organisational and
					devices to	presentational
					structure text and	devices to structure
					to guide the	text and to guide
					reader	the reader
					perform their	• perform their own
					own compositions,	compositions, using
					using appropriate	appropriate
					intonation,	intonation, volume,
					volume, and	and movement so
L		I	1	I	,	

						movement so that	that meaning is
						meaning is clear.	clear.
Editing Writing	Begin to read out loud	•discuss what	•evaluating their	•Assess	•Assess	assessing the	 assessing the
Latting Wilting	what has been written to	they have written	writing with the	effectiveness of	effectiveness of	effectiveness of	effectiveness of
	check it makes sense.	with the teacher	teacher and	their own writing	their own and	their own and	their own and
		or other pupils	other pupils	and suggesting	others' writing	others' writing	others' writing
				improvements.	and suggesting		
			 re-reading to 		improvements.	proposing	 proposing changes
			check that their	Proposing		changes to	to vocabulary,
			writing makes	changes to	Proposing	vocabulary,	grammar and
			sense and that	grammar and	changes to	grammar and	punctuation to
			verbs to indicate	vocabulary to	grammar and	punctuation to	enhance effects and
			time are used	improve	vocabulary to	enhance effects	clarify meaning
			correctly and	consistency,	improve	and clarify	
			consistently,	including the	consistency,	meaning	ensuring the
			including verbs in	accurate use of	including the		consistent and
			the continuous	pronouns in	accurate use of	 ensuring the 	correct use of tense
			form	sentences	pronouns in	consistent and	throughout a piece
					sentences	correct use of	of writing
			 proof-reading 	Proof-read for		tense throughout	
			to check for	spelling and	Proof-read for	a piece of writing	 ensuring correct
			errors in spelling,	punctuation	spelling and		subject and verb
			grammar and	errors.	punctuation	 ensuring correct 	agreement when
			punctuation		errors.	subject and verb	using singular and
						agreement when	plural, distinguishing
						using singular and	between the
						plural,	language of speech
						distinguishing	and writing and
						between the	choosing the
						language of	appropriate register
						speech and writing	
						and choosing the	• proof-read for
						appropriate	spelling and
						register	punctuation errors
						• proof-read for	
						spelling and	
	Handle militar to als militar	- aik - aug - akl, , c + -	a famos lavvan	a waa ahaa aliaasa	a usa Alas dia sa a a	punctuation errors	
Handwriting	Handle writing tools with	• sit correctly at a	• form lower-	use the diagonal	use the diagonal	• choosing which	• choosing which
	increasing control.	table, holding a	case letters of	and horizontal	and horizontal	shape of a letter to	shape of a letter to

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English - Writing Curriculum Progression

		pencil comfortably	the correct size	strokes that are	strokes that are	use when given	use when given
	Hold a pencil using	and correctly	relative to one	needed to join	needed to join	choices and	choices and deciding
	correct tripod grip.	·	another	letters and	letters and	deciding whether	whether or not to
		begin to form		understand which	understand which	or not to join	join specific letters
	Write recognisable	lower-case letters	start using	letters, when	letters, when	specific letters	, ,
	letters, most of which	in the correct	some of the	adjacent to one	adjacent to one		 choosing the
	are correctly formed	direction, starting	diagonal and	another, are best	another, are best	choosing the	writing implement
	,	and finishing in	horizontal	left un-joined	left un-joined	writing implement	that is best suited
		the right place	strokes needed	•	,	that is best suited	for a task
			to join letters and	 increase the 	increase the	for a task	
		form capital	understand	legibility,	legibility,		
		letters	which letters,	consistency and	consistency and		
			when adjacent to	quality of their	quality of their		
		• form digits 0-9	one another, are	handwriting	handwriting		
			best left un-				
		 understand 	joined				
		which letters					
		belong to which	write capital				
		handwriting	letters and digits				
		'families' and to	of the correct				
		practise these	size, orientation				
			and relationship				
			to one another				
			and to lower-				
			case letters				
			• use spacing				
			between words				
			that reflects the				
			size of the				
			letters.				
Grammar	Begin to know that	 leaving spaces 	 sentences with 	 extending the 	 extending the 	 using the perfect 	recognising
	names, days of the week	between words	different forms:	range of	range of	form of verbs to	vocabulary and
	and personal pronoun I		statement,	sentences with	sentences with	mark relationships	structures that are
	should begin with a	• joining words	question,	more than one	more than one	of time and cause	appropriate for
	capital letter.	and joining clauses	exclamation,	clause by using a	clause by using a		formal speech and
		using 'and'	command	wider range of	wider range of	using relative	writing, including
		• regular plural	• the present and	conjunctions,	conjunctions,	clauses beginning	subjunctive forms
		noun suffixes (-s,	past tenses	including when, if,	including when, if,	with who, which,	
		-es)	correctly and	because, although	because, although	where, when,	

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	consistently			whose, that or	using passive
 verb suffixes 	including the	 choosing nouns 	 choosing nouns 	with an implied (ie	verbs to affect the
where root word	progressive form	or pronouns	or pronouns	omitted) relative	presentation of
is unchanged (-ing,		appropriately for	appropriately for	pronoun	information in a
-ed, -er)	subordination	clarity and	clarity and		sentence
	(using when, if,	cohesion and to	cohesion and to	 converting nouns 	
• un- prefix to	that, or because)	avoid repetition	avoid repetition	or adjectives into	 using the perfect
change meaning	and co-			verbs	form of verbs to
of	ordination (using	• using	using fronted		mark relationships
adjectives/adverbs	or, and, or but)	conjunctions, adverbs and	adverbials	 verb prefixes 	of time and cause
• to combine	 some features 	prepositions to	 difference 	 devices to build 	 differences in
words to make	of written	express time and	between plural	cohesion, including	informal and formal
sentences,	Standard English	cause (and place)	and possessive –s	adverbials of time,	language
including using				place and number	
'and'	 suffixes to form 	using the	 Standard English 	use a thesaurus.	• synonyms &
	new words (-ful, -	present perfect	verb inflections (I		Antonyms
 Sequencing 	er, -ness)	form of verbs in	did vs I done)	using expanded	
sentences to form		contrast to the		noun phrases to	 further cohesive
short narratives	• sentence	past tense	 extended noun 	convey	devices such as
 capital letters 	demarcation		phrases, including	complicated	grammatical
for names and		• form nouns	with prepositions	information	connections and
pronoun 'I')	 commas in lists 	using prefixes		concisely	adverbials
		(super-, anti-)	appropriate		
	 apostrophes for 		choice of pronoun	using modal	 use of ellipsis
	omission &	 use the correct 	or noun to create	verbs or adverbs	
	singular possession	form of 'a' or 'an'	cohesion	to indicate degrees of possibility	• use a thesaurus
		 word families 			 using expanded
		based on common			noun phrases to
		words (solve,			convey complicated
		solution, dissolve,			information
		insoluble)			concisely
					 using modal verbs
					or adverbs to
					indicate degrees of
					possibility

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Punctuation	Begin to know that a	• separation of	• learning how to	using commas	using commas	using commas to	 using hyphens to
	sentence begins with a	words with spaces	use both familiar	after fronted	after fronted	clarify meaning or	avoid ambiguity
	capital letter and ends		and new	adverbials	adverbials	avoid ambiguity in	
	with a full stop.	• sentence	punctuation			writing	 using semicolons,
		demarcation (.!?)	correctly,	indicating	indicating		colons or dashes to
			including full	possession by	possession by	 using brackets, 	mark boundaries
		sentences using	stops, capital	using the	using the	dashes or commas	between
		a capital letter and	letters,	possessive	possessive	to indicate	independent clauses
		a full stop,	exclamation	apostrophe with	apostrophe with	parenthesis	
		question mark or	marks, question	singular nouns.	singular and plural		 using a colon to
		exclamation mark	marks, commas		nouns		introduce a list
			for lists and	• Use of			punctuating bullet
		 using a capital 	apostrophes for	apostrophes for	using and		points consistently
		letter for names of	contracted forms	contractions.	punctuating direct		
		people, places, the	and the		speech (including		
		days of the week,	possessive	some accurate	punctuation		
		and the personal	(singular)	use of inverted	within and		
		pronoun 'l'		commas,	surrounding		
		beginning to			inverted commas)		
		punctuate					
Subject	Phoneme, grapheme,	letter, capital	Noun, noun	adverb,	determiner,	modal verb,	subject, object,
Vocabulary	digraph, letter, blend,	letter, word,	phrase,	preposition	pronoun,	relative pronoun,	active, passive,
vocabulary	segment,	singular, plural,	statement,	conjunction, word	possessive	relative clause,	synonym, antonym,
	word, sentence, finger	sentence	question,	family, prefix,	pronoun,	parenthesis,	ellipsis, hyphen,
	gap, full stop, capital	punctuation, full	exclamation,	clause,	adverbial	bracket, dash,	colon, semi-colon,
	letter, noun.	stop, question	command,	subordinate		cohesion,	bullet points
		mark, exclamation	compound,	clause, direct		ambiguity	
		mark	adjective, verb,	speech,			
			suffix, adverb	consonant,			
			tense (past,	consonant letter			
			present),	vowel, vowel			
			apostrophe,	letter, inverted			
			comma	commas (or			
				'speech marks')			