

Stukeley Federation  
English - Writing Curriculum Progression

		KS1		KS2			
	EYFS	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
<b>Phonics</b>	<p>Hear and say the initial sound in words.</p> <p>Learn speed sounds 1 and 2 RWI, to develop GPC <i>Say a sound for each letter of the alphabet and at least 10 digraphs.</i></p>	<ul style="list-style-type: none"> <li>• Words containing each of the 40+ phonemes taught.</li> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>• spell further homophones</li> <li>• spell words that are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• spell some words with 'silent' letters</li> <li>• continue to distinguish between homophones and other words which are often confused</li> <li>• 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</li> </ul>
<b>Spelling</b>	<p>Learn speed sounds 1 and 2 RWI, to develop GPC. <i>Say a sound for each letter of the alphabet and at least 10 digraphs.</i></p> <p>Hear and say sounds in words.</p> <p>Use GPC knowledge to write simple CVC words and phrases. <i>Spell words by identifying sounds in them and</i></p>	<ul style="list-style-type: none"> <li>• common exception words</li> <li>• the days of the week</li> <li>• using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un-</li> </ul>	<ul style="list-style-type: none"> <li>• learning to spell common exception words</li> <li>• distinguishing between homophones and near-homophones</li> <li>• learning the possessive apostrophe (singular)</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand how to add them</li> <li>• place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• use the first 2 or 3 letters of a word</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning, or both</li> </ul>	<ul style="list-style-type: none"> <li>• use further prefixes and suffixes and understand the guidance for adding them</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use the first 3 or 4 letters of a word to check spelling, meaning, or both of</li> </ul>

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	<p>representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Begin to spell reception common exception words.</p>	<ul style="list-style-type: none"> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>• apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>• learning to spell more words with contracted forms</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• apply spelling rules and guidelines from Appendix 1</li> </ul>	<p>to check its spelling in a dictionary</p> <p>Spell some words from the Y3/4 spelling list</p>	<p>to check its spelling in a dictionary</p> <p>Spell most words from the Y3/4 spelling list</p>	<p>of these, in a dictionary</p> <p>Spell some words from the Y5/6 spelling list</p>	<p>these, in a dictionary</p> <p>Spell most words from the Y5/6 spelling list</p>
<p><b>Composition of Writing</b> Including transcription, contexts for writing, planning writing, drafting writing</p>	<p>Give meaning to marks as they draw, write and paint.</p> <p>Write own name.</p> <p>Hear and say the initial sound in words.</p> <p>Speak clearly and formulate whole sentences.</p> <p>Label CVC pictures With teacher as scribe begin to compose a phrase/sentence.</p> <p>Begin to say out loud/ rehearse together what they want to write before writing it themselves.</p>	<ul style="list-style-type: none"> <li>•write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>•saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>•write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> <li>•writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences, dictated by the teacher.</li> <li>• Discuss writing similar to that which they are planning to write in order to understand and learn from structure, vocab and grammar.</li> <li>•Discussing and recording ideas</li> <li>•Composing and rehearsing sentences orally, progressively building rich and varied vocab and increasing range</li> </ul>	<ul style="list-style-type: none"> <li>•Write from memory simple sentences, dictated by the teacher.</li> <li>•Discuss writing similar to that which they are planning to write in order to understand and learn from structure, vocab and grammar.</li> <li>•Discussing and recording ideas</li> <li>•Composing and rehearsing sentences orally, progressively building rich and varied vocab and increasing range</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• noting and developing initial ideas, drawing on reading and</li> </ul>

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		<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• writing for different purposes</li> <li>• planning or saying out loud what they are going to write about</li> <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>	<ul style="list-style-type: none"> <li>of sentence structures.</li> <li>• Started to recognise paragraphs around a theme</li> <li>• In narratives, creating settings, characters and plot</li> <li>• In non-fiction, using simple organisational devices (headings and sub-headings)</li> <li>• Read their own writing aloud using appropriate intonation and controlling tone and volume.</li> </ul>	<ul style="list-style-type: none"> <li>of sentence structures.</li> <li>• Begin to extend paragraphs used to organise ideas around a theme</li> <li>• In narratives, creating settings, characters and plot</li> <li>• In non-fiction, using simple organisational devices (headings and sub-headings)</li> <li>• Read their own writing aloud using appropriate intonation and controlling tone and volume.</li> </ul>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> <li>• perform their own compositions, using appropriate intonation, volume, and</li> </ul>	<ul style="list-style-type: none"> <li>research where necessary selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so</li> </ul>
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						movement so that meaning is clear.	that meaning is clear.
<b>Editing Writing</b>	Begin to read out loud what has been written to check it makes sense.	<ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• 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</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• Assess effectiveness of their own 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>• Proof-read for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Assess 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>• Proof-read for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> </ul>
<b>Handwriting</b>	Handle writing tools with increasing control.	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to</li> </ul>

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	<p>Hold a pencil using correct tripod grip.</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>pencil comfortably and correctly</p> <ul style="list-style-type: none"> <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' and to practise these</li> </ul>	<p>the correct size relative to one another</p> <ul style="list-style-type: none"> <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 un-joined</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>use spacing between words that reflects the size of the letters.</li> </ul>	<p>strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <ul style="list-style-type: none"> <li>increase the legibility, consistency and quality of their handwriting</li> </ul>	<p>strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p> <ul style="list-style-type: none"> <li>increase the legibility, consistency and quality of their handwriting</li> </ul>	<p>use when given choices and deciding whether or not to join specific letters</p> <ul style="list-style-type: none"> <li>choosing the writing implement that is best suited for a task</li> </ul>	<p>use when given choices and deciding whether or not to join specific letters</p> <ul style="list-style-type: none"> <li>choosing the writing implement that is best suited for a task</li> </ul>
<p><b>Grammar</b></p>	<p>Begin to know that names, days of the week and personal pronoun I should begin with a capital letter.</p>	<ul style="list-style-type: none"> <li>leaving spaces between words</li> <li>joining words and joining clauses using 'and'</li> <li>regular plural noun suffixes (-s, -es)</li> </ul>	<ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command</li> <li>the present and past tenses correctly and</li> </ul>	<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> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>using the perfect form of verbs to mark relationships of time and cause</li> <li>using relative clauses beginning with who, which, where, when,</li> </ul>	<ul style="list-style-type: none"> <li>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul>

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		<ul style="list-style-type: none"> <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>• capital letters for names and pronoun 'I')</li> </ul>	<p>consistently including the progressive form</p> <ul style="list-style-type: none"> <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 &amp; singular possession</li> </ul>	<ul style="list-style-type: none"> <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> <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>	<ul style="list-style-type: none"> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <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>whose, that or with an implied (ie omitted) relative pronoun</p> <ul style="list-style-type: none"> <li>• converting nouns or adjectives into verbs</li> <li>• verb prefixes</li> <li>• devices to build cohesion, including adverbials of time, place and number use a thesaurus.</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> </ul>	<ul style="list-style-type: none"> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• differences in informal and formal language</li> <li>• synonyms &amp; Antonyms</li> <li>• further cohesive devices such as grammatical connections and adverbials</li> <li>• use of ellipsis</li> <li>• use a thesaurus</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> </ul>
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<p><b>Punctuation</b></p>	<p>Begin to know that a sentence begins with a capital letter and ends with a full stop.</p>	<ul style="list-style-type: none"> <li>• separation of words with spaces</li> <li>• sentence demarcation (. ! ?)</li> <li>• 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' beginning to punctuate</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• using commas after fronted adverbials</li> <li>• indicating possession by using the possessive apostrophe with singular nouns.</li> <li>• Use of apostrophes for contractions.</li> <li>• some accurate use of inverted commas,</li> </ul>	<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>	<ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• using hyphens to avoid ambiguity</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list punctuating bullet points consistently</li> </ul>
<p><b>Subject Vocabulary</b></p>	<p>Phoneme, grapheme, digraph, letter, blend, segment, word, sentence, finger gap, full stop, capital letter, noun.</p>	<p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>	<p>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</p>	<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>