



	Spelling Progression	Handwriting Progression	Composition Progression	Vocabulary, Grammar and Punctuation Progression
<b>EYFS</b>	<ul style="list-style-type: none"> <li>recognising alphabet letters</li> <li>Understand how a letter is formed and make motions</li> <li>Learn to blend sounds</li> <li>Read CVVC words</li> <li>By the end of Reception, children are expected to be able to write one grapheme (written symbol) for each of the phonemes (sounds) in the English language,</li> </ul>	<ul style="list-style-type: none"> <li>Focus on mark making and developing fine motor skills through a range of activities.</li> <li>Teaching the correct seating position</li> <li>Correct Pencil Grip</li> <li>Tracing patterns- CC Letters: c, a, o, d, g, q, e, s,</li> <li>L Letters: l, i, t, u,</li> <li>Learn to write name (copy)</li> <li>OR Letters: r, b, n, h, m, k, p</li> <li>ZM Letters: v, w, x, z</li> <li>More complex letters: f, j, y</li> <li>Digits 0-9</li> <li>Write name independently using the correctly formed lower case letters with a capital at the beginning</li> <li>Use and apply in writing activities</li> </ul> <p><b>EYFS Pre Writing Skills Certificate</b></p>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate - where appropriate - key events in stories;</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>Write simple phrases and sentences that can be read by others</li> </ul>	
<b>Year 1</b>	<ul style="list-style-type: none"> <li>=Spell words containing each of the 40+ phonemes already taught               <ul style="list-style-type: none"> <li>common exception words</li> <li>the days of the week</li> </ul> </li> <li>name the letters of the alphabet:               <ul style="list-style-type: none"> <li>naming the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> </ul> </li> <li>add prefixes and suffixes:               <ul style="list-style-type: none"> <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> <li>using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul> </li> <li>apply simple spelling rules and guidance,</li> <li>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>All numbers (0-9) and letters are correctly formed</li> <li>Ascenders and descenders are the appropriate height/length</li> <li>Join letters correctly in cursive style</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place- Letters sit on the line</li> <li>Form capital letters and lower case letters</li> <li>Finger spaces are used</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> <li>The size of the writing implement should allow the pupil to hold it easily and correctly, to avoid forming bad habits.</li> <li>Left handed pupils should receive specific teaching to meet their needs- Find a convenient position for their page</li> <li>Sit correctly at the table, holding a pencil comfortably and correctly</li> </ul> <p><b>KS1 - Emerging Stage certificate</b></p>	<ul style="list-style-type: none"> <li>write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it.</li> <li>Sequencing sentences to form short narratives</li> <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> <li>Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Leaving spaces between words</li> <li>Joining words and joining clauses using and</li> <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>Key Vocabulary:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>



<p>Year 2</p>	<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><li>○ learning to spell common exception words</li><li>○ learning to spell more words with contracted forms</li><li>○ learning the possessive apostrophe (singular) [for example, the girl's book]</li><li>○ distinguishing between homophones and near-homophones</li><li>● add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</li><li>● apply spelling rules and guidance,</li><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></ul>	<ul style="list-style-type: none"><li>● Descenders go under the line, ascenders are taller</li><li>● Spaces between letters are the right size (not too squashed or stretched)</li><li>● Spaces between words are the right size (not too small or big)</li><li>● Hold paper in position and use preferred hand or writing.</li><li>● Teachers to use weekly spelling lists and topic vocabulary to enhance handwriting practice</li><li>● Form lower-case letters of the correct size relative to one another</li><li>● Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li></ul> <p><b>KS1- Emerging Stage certificate</b></p>	<ul style="list-style-type: none"><li>● Writing narratives about personal experiences and those of others (real and fictional)</li><li>● Writing about real events</li><li>● Writing poetry</li><li>● Writing for different purposes</li><li>● Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about writing down ideas and/or keywords, including new vocabulary encapsulating what they want to say, sentence by sentence</li><li>● make simple additions, revisions and corrections to their own writing by: 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 [for example, ends of sentences punctuated correctly]</li><li>● Read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul>	<ul style="list-style-type: none"><li>● Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li><li>● Learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but)</li></ul> <p><b>Key Vocabulary:</b> noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>
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<p><b>Year 3 and Year 4</b></p>	<ul style="list-style-type: none"><li>• use further prefixes and suffixes and understand how to add them</li><li>• spell further homophones</li><li>• spell words that are often misspelt</li><li>• place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li><li>• use the first 2 or 3 letters of a word to check its spelling in a dictionary</li><li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li></ul>	<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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</li></ul> <p><b><u>Key Stage 2- Developing Stage Certificate</u></b></p>	<ul style="list-style-type: none"><li>• Plan their writing by: 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>• Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li><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 [for example, headings and subheadings]</li><li>• Evaluate and edit by: 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>• Proof-read for spelling and punctuation errors</li><li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</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><li>• Using the present perfect form of verbs in contrast to the past tense</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</li><li>• Using fronted adverbials</li><li>• Indicate grammatical and other features by: using commas after fronted adverbials</li><li>• Indicating possession by using the possessive apostrophe with plural nouns</li><li>• Using and punctuating direct speech</li></ul> <p><b><u>Y3 Key Vocabulary:</u></b> preposition, conjunction word family, prefix, clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas.</p> <p><b><u>Y4 Key Vocabulary:</u></b> determiner, pronoun, possessive pronoun adverbial</p>
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<p>Year 5 and 6.</p>	<ul style="list-style-type: none"><li>● use further prefixes and suffixes and understand the guidance for adding them</li><li>● spell some words with 'silent' letters [for example, knight, psalm, solemn]</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</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 these in a dictionary</li><li>● use a thesaurus</li></ul>	<ul style="list-style-type: none"><li>● write legibly, fluently and with increasing speed by:<ul style="list-style-type: none"><li>○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li><li>○ choosing the writing implement that is best suited for a task</li><li>○ Pupils will focus on maintaining a consistent and fluent style.</li><li>○ They will work towards earning a 'pen licence'.</li><li>○ Pupils will practise maintaining legibility when writing at speed.</li><li>○ Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.</li></ul></li></ul> <p><b><u>Pen Licence- Secure Stage Certificate</u></b></p>	<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>● Noting and developing initial ideas, drawing on reading and research where necessary</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>● draft and write by: 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 précis 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 [for example, headings, bullet points, underlining]</li><li>● Evaluate and edit by: 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,</li><li>● Distinguishing between the language of speech and writing and choosing the appropriate register.</li><li>● Proof-read for spelling and punctuation errors</li><li>● Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</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><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>● Using expanded noun phrases to convey complicated information concisely.</li><li>● Using modal verbs or adverbs to indicate degrees of possibility.</li><li>● Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</li><li>● Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing</li><li>● Using hyphens to avoid ambiguity</li><li>● Using brackets, dashes or commas to indicate parenthesis</li><li>● Using semicolons, colons or dashes to mark boundaries between independent clauses</li><li>● Using a colon to introduce a list</li><li>● Punctuating bullet points consistently</li></ul> <p><b><u>Y5 Key Vocabulary:</u></b> modal verb, relative pronoun relative clause, parenthesis, bracket, dash cohesion, ambiguity</p> <p><b><u>Y6 Key Vocabulary:</u></b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
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## Handwriting Certificates - Steps to Success

### EYFS - pre writing skills

- I can sky write the letters of the alphabet.
- I can form letters using my finger.
- I can use a tri-grip.
- I can sit on a chair correctly.
- I can recall each letter jingle and use this to write the letters of the alphabet.
- I can write lowercase letters with the correct direction.
- I can use my strong supporting hand

### KS1 - Emerging Stage

- I can sit on my chair correctly
- I can write on the line.
- I can write with correct spaces between my words.
- I can write my letter and numbers in the correct size.
- I can write lower-case letters with the correct direction.
- I can write lower-case letters with starting and finishing points in the right place.
- I can write capital letters.
- I can write digits 0-9.
- I am starting to join up my letters.

### Key Stage 2- Developing Stage

- I can join up my letters.
- I can join my letters with starting and finishing points in the right place.
- I can join up my letters in a neat and legible way.

### Pen Licence - Secure Stage

- I can produce neat and legible joined up writing.
- I can join and write speedily.