



Progression Map - Writing

EYFS:

At Garton on the Wolds Primary school we teach writing through daily direct teaching and purposeful learning opportunities across all subjects and all areas of provision. Careful consideration is given to the next steps in learning and how children can rehearse and refine their writing skills.

KS1 and KS2:

In Key Stage 1 and Key Stage 2 we use the 'Literacy Shed' teaching materials to help deliver our writing curriculum. We use a varied and a wide variety of modern and traditional quality texts, which enthuse and inspire our children in their writing. Writing opportunities are looked for across the whole of our curriculum so that our children develop into confident, creative writers who use grammar accurately within their writing. We use 'Classroom Secrets' daily in each class to help deliver our grammar curriculum (see our English Long Term Plan). In this way grammar is taught sequentially, building on our pupils' understanding, and then further embedded within our writing lessons. Spelling rules and spelling conventions are taught discreetly in our daily spelling sessions in class (again see our English Long Term Plan).

Writing progression statements at end points in Primary Education:

EYFS By the end of Foundation Stage: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Write short sentences, using capital letters and full stops within their writing. Re-read their work to check that it makes sense.	KS1 By the end of KS1: The pupil can, after discussion with the teacher: Write simple, coherent narratives about personal experiences and those of others (real or fictional). Write about real events, recording these simply and clearly. Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required. Use present and past tense mostly correctly and consistently. Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /	KS2 By the end of KS2: The pupil can: W rite effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). In narratives, describe settings, characters and atmosphere. Integrate dialogue in narratives to convey character and advance the action. Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
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	because) to join clauses. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Spell many common exception words*1. Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Use verb tenses consistently and correctly throughout their writing. Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech). Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary. Maintain legibility in joined handwriting when writing at speed.2
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Intent

At Garton on the Wolds Primary School, we aim to foster and celebrate children's speaking and listening and writing skills through an engaging, text-based English curriculum. The foundations of these skills are created in the early years setting where we aim to develop fundamental skills needed for writing. We then build on this as the children progress through the key stages. We develop our children's love of language and literature through reading, and aim to create confident speakers and listeners who enjoy discussion to communicate their ideas. We recognise the importance for the children in our school to enjoy reading for pleasure, so we ensure that they have access to a wide range of quality text types, rich vocabulary, genres and authors in order for them to make informed opinions about their reading books, and to ensure that they have every opportunity to become lifelong readers. We then use this love of reading to inspire children's writing. We aim for our children to be confident writers who write with a purpose, creativity, grammatical accuracy and precise spelling, whilst also developing their individual flair.

Implementation

Our writing and reading framework ensures that English lessons are delivered in an organised and engaging way. We use a varied and wide variety of modern and traditional quality texts, which enthuse and inspire our children in school.

- Reading and writing objectives are balanced across each unit of learning and each term a range of texts are studied through our use of 'Literacy Shed' resources.
- Daily English lessons provide children with an opportunity to develop reading and writing skills, alongside listening and speaking skills, with the teaching of spelling and grammar knowledge embedded within each lesson.
- Teachers plan and deliver English lessons which are differentiated to the needs of each individual child.
- Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, and a range of punctuation. Each text is purposefully selected in order to promote a love of reading, engagement and high- quality writing from each child.
- Grammar lessons are taught in discreet daily sessions in order that the children are secure with their understanding and use of grammar.
- Reading and comprehension skills are taught from foundation stage into key stage two to ensure that all children read fluently and show a good understanding of what they have read.
- Each classroom has their own reading area which engages children to read independently. They offer a range of high-quality texts to all our pupils through a mix of class, school and county libraries to give the children and staff the opportunity to implement a vibrant English curriculum.
- Teachers embed the skills throughout the year in cross-curricular writing opportunities, ensuring children are achieving the objectives at the expected level and giving opportunities for children to achieve at a greater-depth standard.
- Grammar, punctuation and reading is assessed summatively each term. A summative piece of writing is produced and assessed at the end of each writing unit. Staff and subject leaders assess the impact of writing across the curriculum through termly book-looks.
- Teachers identify children who need additional support with reading and writing. We provide specific and efficient intervention in order to maximise the potential of every child.
- We love to celebrate the success of the children and help them to be proud of their personal goals. Reading and writing is celebrated through classroom displays, our weekly 'Celebration Assemblies', spelling recognition and reading achievement reward schemes in school.

Impact:

As a result of our English curriculum at Garton on the Wolds Primary School:

- Our children are confident speakers, with well-formed opinions and ideas, who show respect to the views of others.
- Our children are confident writers. They are creative, grammatically accurate, most of the genres of writing are familiar to them, and they can write for sustained periods of time.
- Our children are enthusiastic readers. They are fluent and accurate, and engage with a range of both modern and traditional styles of text.
- Our children use the skills taught in English in other subjects. As the English curriculum is an integral part of the National Curriculum as a whole, the skills taught in our English lessons are transferrable to and practised in every subject. This ensures consolidation and a deeper understanding of these skills.
- Children move on to secondary education with a love and understanding of English which will continue to develop as they themselves grow.

Writing Skills Progression progression in Foundation Stage:

Writing Skills Skills 2-3 years	Writing Skills Skills 3-4 years (FS1)	Writing Skills Skills 4 - 5 years (FS2)
Copy finger movements and other gestures • Enjoy drawing freely • Add some marks to their drawings, sometimes giving meaning e.g. That says mummy • Draw lines and circles • Write the initial phoneme of their name or make marks to stand for their name	Handles tools with increasing control e.g. paint • brushes, glue spreaders, playdough tools etc. • Shows preference for a dominant hand • Uses the basis of a 3 finger pencil grip • Write some or all of their name • Write some letters accurately • Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list 'p' for pears either copying the letter from a model or independently • Can orally blend and segment the sounds in simple words	Handles and shows control whilst using a variety of tools including, paint brushes, playdough tools, rollers etc. • Uses a dominant hand • Uses an effective, comfortable and sustainable handwriting grip • Forms most letters correctly • Can write both their names independently • Identifies sounds in words, correctly identifying and using 10+ diagraphs • Identifies sounds in order for writing • Use a variety of tricky/ sight words in writing - Says the sentence they are going to write • Writes sentences which can be read by others • Shows awareness of capital letters and full stops • Uses finger spaces to separate words in a sentence

Writing Skills Progression statements, KS1 and KS2 which are reflected in our teaching using 'Literacy Shed' materials:

	Year 1
Planning, writing and editing	- To say out loud what they are going to write about. To compose a sentence orally before writing it - To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. - To reread their writing to check that it makes sense and to independently begin to make changes. - To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjective to describe
	Year 2
Planning, writing and editing	- 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 key words 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 reread to check that their writing makes sense and that the correct tense is used throughout. - To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
	Year 3
Planning, writing and editing	- 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 organize their writing into paragraphs around a theme. - To compose and rehearse sentences orally(including dialogue).

	Year 4
Planning, writing and editing	- 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.
	Year 5
Planning, writing and editing	- 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. To proof read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.
	Year 6
Planning, writing and editing	- 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 proof read for spelling and punctuation errors. - To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. - To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
	Year 1

Awareness of Audience, Purpose and Structure	- To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. - To start to engage readers by using adjectives to describe.
Year 2	
Awareness of Audience, Purpose and Structure	- To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. - To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. - To read aloud what they have written with appropriate intonation to make the meaning clear.
Year 3	
Awareness of Audience, Purpose and Structure	- To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). - To make deliberate ambitious word choices to add detail. - To begin to create settings, characters and plot in narratives.
Year 4	
Awareness of Audience, Purpose and Structure	- To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). - To write a range of narratives that are well structured and well-paced. - To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.

	To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volumes so that the meaning is clear.
	Year 5
Awareness of Audience, Purpose and Structure	- To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. - To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. - To regularly use dialogue to convey a character and to advance the action. - To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.
	Year 6
Awareness of Audience, Purpose and Structure	- To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). - To distinguish between the language of speech and writing and to choose the appropriate level of formality. - To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
	Year 1
Sentence Structure and Tense	To use simple sentence structures.
	Year 2
Sentence Structure and Tense	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.

	Year 3
Sentence Structure and	To try to maintain the correct tense(including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.
	Year 4
Sentence Structure and Tense	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.
	Year 5
Sentence Structure and Tense	- To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. - To ensure the consistent and correct use of tense throughout all pieces of writing.
	Year 6
Sentence Structure and Tense	To ensure the consistent and correct use of tense throughout all pieces of writing , including the correct subject and verb agreement when using singular and plural.

	Year 1
Punctuation	• To use capital letters for names, places, the days of the week and the personal pronoun 'I'. • To use finger spaces. • To use full stops to end sentences. • To begin to use question marks and exclamation marks.
	Year 2
Punctuation	• To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions.
	Year 3
Punctuation	• To use the full range of punctuation from previous year groups. • To punctuate direct speech accurately, including the use of inverted commas.
	Year 4
Punctuation	• To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. • To consistently use apostrophes for singular and plural possession. •
	Year 5
Punctuation	• To use commas consistently to clarify meaning or to avoid ambiguity. • To use brackets, dashes or commas to indicate parenthesis.
	Year 6
Punctuation	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semicolons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

	Year 1
Phrases and Clauses	• To use the joining word (conjunction) 'and' to link ideas and sentences. • To begin to form simple compound sentences.
	Year 2
Phrases and Clauses	• To using co-ordination (or/and/but). • To use some subordination (when/if/ that/because). • To use expanded noun phrases to describe and specify (e.g. the blue butterfly).
	Year 3
Phrases and Clauses	• To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although. • To use a range of conjunctions, adverbs and prepositions to show time, place and cause.

	Year 4
Phrases and Clauses	- To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. - To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. - To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
	Year 5
Phrases and Clauses	- To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number(e.g. secondly). - To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.
	Year 6
Phrases and Clauses	- To use the subjunctive form in informal writing. - To use the perfect form of verbs to mark relationships of time and cause. - To use the passive voice. - To use question tags in informal writing.
	Year 1
Terminology	To recognize and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.
	Year 2
Terminology	To recognize and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.

	Year 3
Terminology	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).
	Year 4
Terminology	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.
	Year 5
Terminology	To recognize and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.
	Year 6
Terminology	To recognise and use the terms subject ,object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
	Year 1
Handwriting and letter formation	- Sit correctly at a table, holding a pencil comfortably and correctly. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. - Form capital letters. - Form digits 0-9. - Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.
	Year 2

Handwriting and letter formation	- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. - 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. - Form lower-case letters of the correct size relative to one another. - Use spacing between words that reflects the size of the letters <u>Joining letters:</u> To begin to use the diagonal and horizontal strokes needed to join letters.
Year 3	
Handwriting and letter formation	To use a neat, joined handwriting style with increasing accuracy and speed. <u>Joining letters:</u> 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 left unjoined.
Year 4	
Handwriting and letter formation	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]. <u>Joining letters:</u> To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.
Year 5	
Handwriting and letter formation	- 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 hand written version. <u>Joining letters:</u> To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.
Year 6	
Handwriting and letter formation	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. <u>Joining letters:</u> 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).

	Year 1
Phonics and Spelling rules	- To know all letters of the alphabet and the sounds which they most commonly represent. - To recognise consonant digraphs which have been taught and the sounds which they represent. - To recognise vowel digraphs which have been taught and the sounds which they represent. - To recognise words with adjacent consonants. - To accurately spell most words containing the 40+ previously taught phonemes and GPCs. - To spell some words in a phonically plausible way, even if sometimes incorrect. - To apply Y1 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 'tch' 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); - the /r/ sound spelt 'wr' (e.g. write, written); - the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) 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 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). (e.g. science, scene, discipline, fascinate, crescent). - '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 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);
	Year 2
Phonics and Spelling rules	- 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. - To recognize 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). - To apply further Y2 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 -el (e.g. camel, tunnel) 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 /ɒ/ 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 'w' (e.g. warm, towards); - the /z/ sound spelt 's' (e.g. television, usual).
	Year 3
Phonics and Spelling rules	- To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). - 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). - 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 /ʃ/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /ʒər/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). - To spell words ending with the /tʃər/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).
	Year 4
Phonics and Spelling rules	- To spell words with /ʃuːn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). - To spell words with a /ʃuːn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). - To spell words with a /ʃuːn/ 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). - To spell words with a /ʃuːn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)).
	Year 5
Phonics and Spelling	- To spell words with To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). - To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). - 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). - To spell words with endings which sound like /ʃuːl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound

	like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential). string. Endings that sound like/ • To hear and say the initial sound in words. shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, • To segment the sounds malicious, suspicious. in simple words and blend them together. • To spell words with endings that sound like/ • To link sounds to letters, naming and sounding the letters of the alphabet. shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). • To use their phonic knowledge to write words in ways which match their spoken • To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). sounds. • 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).
	Year 6
Phonics and	• To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). • To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). • 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). • To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).
	Year 1
Common Exception Words	• To spell all Y1 common exception words correctly. • To spell days of the week correctly.
	Year 2
Common Exception Words	• To spell most Y1 and Y2 common exception words correctly.
	Year 3

Common Exception Words	To spell many of the Y3 and Y4 statutory spelling words correctly.
	Year 4
Common Exception Words	To spell all of the Y3and Y4 statutory spelling words correctly
	Year 5
Common Exception Words	To spell many of the Y5 and Y6 statutory spelling words correctly.
	Year 6
Common Exception Words	To spell all of the Y5 and Y6 statutory spelling words correctly.

	Year 1
Prefixes and Suffixes	- 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).
	Year 2
Prefixes and Suffixes	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.
	Year 3
Prefixes and Suffixes	- 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).
	Year 4
Prefixes and Suffixes	- 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 root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).

	Year 5
Prefixes and Suffixes	• 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).
	Year 6
Prefixes and Suffixes	• 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).
	Year 1
Spelling Conventions	• 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.

	Year 2
Spelling Conventions	- 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 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).
	Year 3
Spelling Conventions	- To spell some more complex homophones and near -homophones, including here/hear, brake/break and mail/ male. - To use the first two or three letters of a word to check its spelling in a dictionary.
	Year 4
Spelling Convention	- 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.
	Year 5
Spelling Conventions	- 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
	Year 6
Spelling Convention	- To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/ -sy (e.g. practice/ practise, licence/license, advice/advise). - To spell words that contain hyphens (e.g. co -ordinate, re -enter, co - operate, co -own). - To use a knowledge of morphology and etymology in spelling and 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.