

## Whole-School Curriculum Progression Map: Writing (Spelling)

		KS1	
EYFS		Yr. 1	Yr. 2
<p style="color: red; margin: 0;">Nursery Reception Early Learning Goals</p>			
Phonics and Spelling Rules	<p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom.</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p>	<p>To know <u>all letters of the alphabet</u> and the sounds which they most commonly represent.</p> <p>To recognise <u>consonant digraphs</u> which have been taught and the sounds which they represent.</p> <p>To recognise <u>vowel digraphs</u> which have been taught and the sounds which they represent.</p> <p>To recognise words with <u>adjacent consonants</u>.</p> <p>To accurately spell most <u>words containing the 40+ previously taught phonemes</u> and GPCs.</p> <p>To <u>spell some words in a phonically plausible way</u>, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>• the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;</li> <li>• the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);</li> <li>• dividing words into syllables (e.g. rabbit, carrot);</li> <li>• the /tʃ/ sound is usually spelt as 'tch' and exceptions;</li> <li>• the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);</li> <li>• adding -s and -es to words (plural of nouns and the third person singular of verbs);</li> <li>• adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</li> <li>• adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</li> </ul>	<p>To <u>segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts</u> at others.</p> <p>To recognise <u>new ways of spelling phonemes for which one or more spellings</u> are already known and to learn some words with each spelling, including some <u>common homophones</u> (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> <li>• the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust);</li> <li>• the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</li> <li>• the /r/ sound spelt 'wr' (e.g. write, written);</li> <li>• 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);</li> <li>• the /aɪ/ sound spelt</li> <li>• -y (e.g. cry, fly, July);</li> <li>• adding -es to nouns and verbs ending in</li> <li>• -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</li> </ul>

	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Spell words by identifying the</p>	<ul style="list-style-type: none"> <li>• spelling words with the vowel digraphs and trigraphs:</li> <li>• ‘ai’ and ‘oi’ (e.g. rain, wait, train, point, soil);</li> <li>• ‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy);</li> <li>• a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune);</li> <li>• ‘ar’ (e.g. car, park);</li> <li>• ‘ee’ (e.g. green, week);</li> <li>• ‘ea’ (e.g. sea, dream);</li> <li>• ‘ea’ (e.g. meant, bread);</li> <li>• ‘er’ stressed sound (e.g. her, person);</li> <li>• ‘er’ unstressed schwa sound (e.g. better, under);</li> <li>• ‘ir’ (e.g. girl, first, third);</li> <li>• ‘ur’ (e.g. turn, church);</li> <li>• ‘oo’ (e.g. food, soon);</li> <li>• ‘oo’ (e.g. book, good);</li> <li>• ‘oa’ (e.g. road, coach);</li> <li>• ‘oe’ (e.g. toe, goes);</li> <li>• ‘ou’ (e.g. loud, sound);</li> <li>• ‘ow’ (e.g. brown, down);</li> <li>• ‘ow’ (e.g. own, show);</li> <li>• ‘ue’ (e.g. true, rescue, Tuesday);</li> <li>• ‘ew’ (e.g. new, threw);</li> <li>• ‘ie’ (e.g. lie, dried);</li> <li>• ‘ie’ (e.g. chief, field);</li> <li>• ‘igh’ (e.g. bright, right);</li> <li>• ‘or’ (e.g. short, morning);</li> <li>• ‘ore’ (e.g. before, shore);</li> <li>• ‘aw’ (e.g. yawn, crawl);</li> <li>• ‘au’ (e.g. author, haunt);</li> <li>• ‘air’ (e.g. hair, chair);</li> <li>• ‘ear’ (e.g. beard, near, year);</li> <li>• ‘ear’ (e.g. bear, pear, wear);</li> </ul>	<ul style="list-style-type: none"> <li>• adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules;</li> <li>• adding the endings –ing, –ed, –er, –est and –y to words ending in –e with</li> <li>• a consonant before (including exceptions);</li> <li>• adding –ing, –ed,</li> <li>• –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</li> <li>• the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always);</li> <li>• the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother);</li> <li>• the /i:/ sound spelt</li> <li>• –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</li> <li>• the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash)</li> <li>• the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm);</li> <li>• the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards);</li> <li>• the /ɜ/ sound spelt ‘s’ (e.g. television, usual).</li> </ul>
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	<p>sounds and then writing the sound with letter/s.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<ul style="list-style-type: none"> <li>• 'are' (e.g. bare, dare, scared);</li> <li>• spelling words ending with -y (e.g. funny, party, family);</li> <li>• spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);</li> <li>• using 'k' for the /k/ sound (e.g. sketch, kit, skin).</li> </ul>	
Common Exception Words	<p>Read a few common exception words matched to the school's phonic programme</p>	<p>To spell all Y1 common exception words correctly.*</p> <p>Appendix 1</p> <p>To spell days of the week correctly.</p>	<p>To spell most Y1 and Y2 common exception words correctly.</p>
Prefixes and Suffixes		<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>

<u>Further Spelling Conventions</u>		<p>To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then 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).</p>
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## Whole-School Curriculum Progression Map: Writing (Handwriting)

Whole-School Curriculum Progression Map: Writing (Handwriting)				
	EYFS		KS1	
	Nursery Reception Early Learning Goals		Yr. 1	Yr. 2
Letter Formation, Placement and Positioning	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start to eat independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>		<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>
Joining				<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>

**Whole-School Curriculum Progression Map: Writing (Composition)**

<b>Whole-School Curriculum Progression Map: Writing (Composition)</b>			
	EYFS	KS1	
		Yr. 1	Yr. 2
	Nursery Reception Early Learning Goals		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Planning, Writing and Editing</p>	<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Awareness of Audience, Purpose and Structure</p>	<p>Use a wider range of vocabulary.          Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."          Learn new vocabulary.          Use new vocabulary through the day.          Develop storylines in their pretend play.          Make comments about what they have heard and ask questions to clarify their understanding.          Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.          Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>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.</p>	<p>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.</p>
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## Whole-School Curriculum Progression Map: Writing (Vocabulary)

	EYFS	KS1	
	<p>Nursery Reception Early Learning Goals</p>	Yr. 1	Yr. 2
<u>Sentence Construction and Tense</u>	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>
<u>Use of Phrases &amp; Clauses</u>	<p>Connect one idea or action to another using a range of connectives.</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>
<u>Punctuation</u>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>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.</p>

Use of Terminology		To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.
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## Whole-School Curriculum Progression Map: Reading (Decoding)

		EYFS		KS1	
		Nursery Reception Early Learning Goals		Yr. 1	Yr. 2
<b>Phonics and Decoding</b>		<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words..</p>		<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>
	<b>Common exception</b>	<p>To read a few common exception words matched to the school's phonic programme.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fluency</p>	<p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>
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## Whole-School Curriculum Progression Map: Reading (Comprehension)

		EYFS		KS1	
		Nursery Reception Early Learning Goals		Yr. 1	Yr. 2
Understanding and correcting inaccuracies	<p>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	To check that a text makes sense to them as they read and to self- correct.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.		
Comparing, contrasting and	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p>	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.		

	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>
Words in context anaphorical choice	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Use new vocabulary in different contexts.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>
Inference and prediction	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>

Poetry and performance	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Learn rhymes, poems and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.
Non fiction	<p>Understand that print can have different purposes.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>		To recognise that non- fiction books are often structured in different ways.