



# Writing Progression at Settle Primary School



|                                     | <b>EYFS (30-50mths to ELGs)</b><br>30 – 50 months<br>40 – 60 months<br>Early Learning Goals   | <b>Year 1</b>   | <b>Year 2</b>  |
|-------------------------------------|---|---|--|
| <b>Phonics and Spelling Rules</b>   | <ul style="list-style-type: none"> <li>* continue a rhyming string.</li> <li>* hear and say the initial sound in words.</li> <li>* segment the sounds in simple words and blend them together.</li> <li>* link sounds to letters, naming and sounding the letters of the alphabet.</li> <li>* use their phonic knowledge to write words in ways which match their spoken sounds.</li> </ul> | <ul style="list-style-type: none"> <li>* know all letters of the alphabet and the sounds which they most commonly represent.</li> <li>* recognise consonant digraphs which have been taught and the sounds which they represent.</li> <li>* recognise vowel digraphs which have been taught and the sounds which they represent.</li> <li>* recognise words with adjacent consonants.</li> <li>* accurately spell most words containing the 40+ previously taught phonemes and GPCs.</li> <li>* spell some words in a phonically plausible way, even if sometimes incorrect.</li> <li>* apply Y1 spelling rules and guidance*, which includes:               <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 /tj/ sound spelt 'n' before 'k' (e.g. bank, think);</li> <li>● dividing words into syllables (e.g. rabbit, carrot);</li> <li>● the /tj/ sound is usually spelt as 'ch' 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> <li>● spelling words with the vowel digraphs and trigraphs:                   <ul style="list-style-type: none"> <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, died);</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> <li>- 'are' (e.g. bare, dare, scared);</li> </ul> </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> </li> </ul> | <ul style="list-style-type: none"> <li>* segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li> <li>* recognise 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).</li> <li>* apply further Y2 spelling rules and guidance*, which includes:               <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 /ɔl/ 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 /ai/ sound spelt -y (e.g. cry, fly, July);</li> <li>● adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</li> <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 a consonant before (including exceptions);</li> <li>● 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);</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 -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 /ʒ/ sound spelt 's' (e.g. television, usual).</li> </ul> </li> </ul> |
| <b>Common Exception Words</b>       | * To write some irregular common words.   | <ul style="list-style-type: none"> <li>* spell all Y1 common exception words correctly.</li> <li>* spell days of the week correctly</li> </ul>  | * spell most Y1 and Y2 common exception words correctly.   |
| <b>Prefixes and Suffixes</b>        |   | <ul style="list-style-type: none"> <li>* use -s and -es to form regular plurals correctly.</li> <li>* use the prefix 'un-' accurately.</li> <li>* 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).</li> </ul>   | * add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.  |
| <b>Further Spelling Conventions</b> |   | <ul style="list-style-type: none"> <li>* spell simple compound words (e.g. dustbin, football).</li> <li>* read words that they have spelt.</li> <li>* take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</li> </ul>  | <ul style="list-style-type: none"> <li>* spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</li> <li>* learn the possessive singular apostrophe (e.g. the girl's book).</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> <li>* 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-syllable words.</li> <li>* self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</li> </ul>   |

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|---|--|---|--|
| <b>Letter Formation, Placement and Positioning</b>  | <ul style="list-style-type: none"> <li>* sometimes give meaning to marks as they draw and paint.</li> <li>* realise tools can be used for a purpose.</li> <li>* draw lines and circles using gross motor movements.</li> <li>* use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>* hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>* hold a pencil near point between first two fingers and thumb, and use it with good control.</li> <li>* copy some letters, e.g. letters from their name.</li> <li>* give meaning to marks they make as they draw, write and paint.</li> <li>* use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>* show a preference for a dominant hand.</li> <li>* begin to use anticlockwise movement and retrace vertical lines.</li> <li>* begin to form recognisable letters.</li> <li>* use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> <li>* show good control and co-ordination in large and small movements.</li> <li>* move confidently in a range of ways, safely negotiating space.</li> <li>* handle equipment and tools effectively, including pencils for writing.</li> <li>* write simple sentences which can be read by themselves and others.</li> </ul>          | <ul style="list-style-type: none"> <li>* write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li> <li>* sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>* form digits 0-9.</li> <li>* understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>  | <ul style="list-style-type: none"> <li>* write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>* form lower case letters of the correct size, relative to one another.</li> <li>* use spacing between words that reflects the size of the letters.</li> <li>* begin to use the diagonal and horizontal strokes needed to join letters.</li> </ul>  |
| <b>Composition: Planning, Writing and Editing</b>   | <ul style="list-style-type: none"> <li>* speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>* use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>* use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> <li>* engage in imaginative role play based on own first-hand experiences.</li> <li>* build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>* capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> <li>* link statements and sticks to aim the or intention.</li> <li>* use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>* introduce a storyline or narrative into their play.</li> <li>* write own name and other things such as labels, captions.</li> <li>* attempt to write short sentences in meaningful contexts.</li> <li>* play cooperatively as part of a group to develop and act out a narrative.</li> <li>* develop their own narratives and explanations by connecting ideas or events.</li> <li>* write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.</li> </ul> | <ul style="list-style-type: none"> <li>* say out loud what they are going to write about.</li> <li>* compose a sentence orally before writing it.</li> <li>* sequence sentences to form short narratives.</li> <li>* discuss what they have written with the teacher or other pupils.</li> <li>* reread their writing to check that it makes sense and to independently begin to make changes.</li> <li>* read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>* use adjectives to describe.</li> </ul> | <ul style="list-style-type: none"> <li>* write narratives about personal experiences and those of others (real and fictional).</li> <li>* write about real events.</li> <li>* write simple poetry.</li> <li>* plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</li> <li>* encapsulate 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>* reread to check that their writing makes sense and that the correct tense is used throughout.</li> <li>* proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</li> </ul> |
| <b>Awareness of Purpose, Audience and Structure</b> | <ul style="list-style-type: none"> <li>* use vocabulary focused on objects and people that are of particular importance to them.</li> <li>* build up vocabulary that reflects the breadth of their experiences.</li> <li>* extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>* use language to imagine and recreate roles and experiences in play situations.</li> <li>* express themselves effectively, showing awareness of listeners' needs.</li> </ul>   | <ul style="list-style-type: none"> <li>* use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>* start to engage readers by using adjectives to describe.</li> </ul>   | <ul style="list-style-type: none"> <li>* write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>* use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</li> <li>* read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>  |
| <b>Sentence Construction and Tense</b>              | <ul style="list-style-type: none"> <li>* begin to understand 'why' and 'how' questions.</li> <li>* question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</li> <li>* use a range of tenses in speech (e.g. play, playing, will play, played).</li> <li>* answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> <li>* use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>   | <ul style="list-style-type: none"> <li>* use simple sentence structures.</li> </ul>   | <ul style="list-style-type: none"> <li>* use the present tense and the past tense mostly correctly and consistently.</li> <li>* form sentences with different forms: statement, question, exclamation, command.</li> <li>* use some features of written Standard English.</li> </ul>   |
| <b>Use of Phrases and Clauses</b>                   | <ul style="list-style-type: none"> <li>* begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</li> </ul>   | <ul style="list-style-type: none"> <li>* use the joining word (conjunction) 'and' to link ideas and sentences.</li> <li>* begin to form simple compound sentences.</li> </ul>   | <ul style="list-style-type: none"> <li>* using co-ordination (or/and/but).</li> <li>* use some subordination (when/if/that/because).</li> <li>* use expanded noun phrases to describe and specify (e.g. the blue butterfly).</li> </ul>  |
| <b>Punctuation</b>                                  | <ul style="list-style-type: none"> <li>* begin to use finger spaces.</li> </ul>  | <ul style="list-style-type: none"> <li>* use capital letters for names, places, the days of the week and the personal pronoun 'I'.</li> <li>* use finger spaces.</li> <li>* use full stops to end sentences.</li> <li>* begin to use question marks and exclamation marks.</li> </ul>   | <ul style="list-style-type: none"> <li>* use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> <li>- capital letters, full stops, question marks and exclamation marks;</li> <li>- commas to separate lists;</li> <li>- apostrophes to mark singular possession and</li> </ul> </li> </ul>  |
| <b>Use of Terminology</b>                           | <ul style="list-style-type: none"> <li>* show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> </ul>  | <ul style="list-style-type: none"> <li>* recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</li> </ul>   | <ul style="list-style-type: none"> <li>* recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</li> </ul>  |