

The Stour Federation Reception, Key Stage 1 and 2 Writing Progression Map

	Reception	Year 1	Year 2
Spelling	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. (ELG L-WR) • Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG L-W) • Write simple phrases and sentences that can be read by others. (ELG L-W) 	<ul style="list-style-type: none"> • Words containing each of the 40+ phonemes taught. • Common exception words. • The days of the week. • Name the letters of the alphabet in order. • Using letter names to distinguish between alternative spellings of the same sound. • Using the prefix -un. • Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. • Apply simple spelling rules and guidance from Appendix 1. 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • 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. • Learning to spell common exception words. • Distinguishing between homophones and near-homophones. • Learning the possessive apostrophe (singular). • Learning to spell more words with contracted forms. • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. • Apply spelling rules and guidelines from Appendix 1.

<p style="text-align: center;">Handwriting</p>	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. (ELG PD-FMS) • Write recognisable letters, most of which are correctly formed. (ELG L-W) • Ensure gross motor skills are developed alongside fine motor skills. • Teach the correct formation using Read Write Inc handwriting phrase and picture prompt. 	<ul style="list-style-type: none"> • Continue to develop gross and fine motor skills. • Sit correctly at a table, holding a pencil comfortably and correctly. • Form lower-case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another. • Form capital letters. • Form digits 0-9. • Finger spacing. • Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join. <p><i>sh, ch, th, ng, nk</i> <i>ay, ee, igh, ow, oo, ar, or</i> <i>air, ir, ou, oy, ph, kn, au</i> <i>es, ed, ing, er, est</i></p>	<ul style="list-style-type: none"> • Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Write 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. <p><i>ai, ay, wh, oh, ie, ue, oe, ve, le, dg, oa, wa, wo, ear, oor, our, ck, al, el, at, il, ill, ui, ey, aw, ur, an, ip, ok, ot, ob, ol, oi, oy, on, op, ov, cc, eg, ic, ad, ug, dd, ag, oc, og, od, va, vo, as, is, os, ws, ns, ds, ls, ts, ks, ea, oa, aw, au, ur, er, gn</i></p>
<p style="text-align: center;">Planning</p>	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. (ELG EAD-BI&E) 	<ul style="list-style-type: none"> • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. 	<ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about.

<p style="text-align: center;">Drafting</p>	<ul style="list-style-type: none"> To begin to use more complex sentences to link thoughts when speaking (e.g. Using 'and' and 'because'). 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. 	<ul style="list-style-type: none"> Writing down ideas and/or keywords, including new vocabulary encapsulating what they want to say sentence by sentence.
<p style="text-align: center;">Editing</p>	<ul style="list-style-type: none"> Children to read their sentences after writing (can be read by themselves or others). 	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. Begin to proofread to check for missing capital letters and full stops. Spelling of Year 1 common exception words. 	<ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils. 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. Proofreading to check for errors in spelling, grammar and punctuation.

<p style="text-align: center;">Grammar</p>	<ul style="list-style-type: none"> 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. (ELG C&L-S) 	<ul style="list-style-type: none"> Regular plural noun suffixes (-s, -es). Verb suffixes where root word is unchanged .(-ing, -ed, -er) Un- prefix to change meaning of adjectives/adverbs. To combine words to make sentences, including using and. Sequencing sentences to form short narratives. Separation of words with spaces. Sentence demarcation (. ! ?) Capital letters for names and pronouns ('I'). 	<ul style="list-style-type: none"> Sentences with different forms: sentence, question, exclamation, command. The present and past tenses correctly and consistently including the progressive form. Subordination (using when, if, that or because) and coordination (using or, and our but). Some features of written Standard English. Suffixes to form new words (-ful, -er, -ness). Sentence demarcation. Commas in lists. Apostrophes for omission and singular possession. Adding -ing, -est where the root word changes.
<p style="text-align: center;">Punctuation</p>	<ul style="list-style-type: none"> Gaps between words- finger spaces. Capital letters for their name and at start of sentences. Full stop at end of sentence. 	<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, months of the year and the personal pronoun 'I'. 	<ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).
<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> Joining words and joining clauses using 'and'. 	<ul style="list-style-type: none"> Joining words and joining clauses using 'and', 'but', 'or', 'so', 'because'. 	<ul style="list-style-type: none"> Expanded noun phrases to describe and specify.

<p>Performing</p>	<ul style="list-style-type: none"> • Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with the music. (ELG EAD-BI&E). 	<ul style="list-style-type: none"> • Read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation to make the meaning clear.
<p>Terminology</p>	<p>letter, word, capital letter, special friends, digraphs, trigraphs, full stop.</p>	<p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, nouns, verbs, adjectives, consonant, vowel.</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma.</p>

	Year 3	Year 4	Year 5	Year 6
Spelling	<ul style="list-style-type: none"> • Spell further homophones. • Spell words that are often misspelt (Appendix 1). • Use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> • Spell further homophones. • Spell words that are often misspelt (Appendix 1). • Use further prefixes and suffixes and understand how to add them. • Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. • Use the first 2 or 3 letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> • Spell some words with 'silent' letters. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1. • Use further prefixes and suffixes and understand the guidance for adding them. • Use dictionaries to check the spelling and meaning of words. • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. 	<ul style="list-style-type: none"> • Spell some words with 'silent' letters. • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1. • Use further prefixes and suffixes and understand the guidance for adding them. • Use dictionaries to check the spelling and meaning of words. • Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.

<p style="text-align: center;">Handwriting</p>	<ul style="list-style-type: none"> • 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. • Increase the legibility, consistency and quality of their handwriting. <p><i>sh, sl, st, sk, sw, si, se, sm, sn, sp, su, sa, sc, sd, sg, so, sq, rb, rh, rk, rl, rt, ri, ru, rn, rp, ra, rd, rg, ro, are, ere, ure, ore, ire, if, ef, af, of, fl, ft, fi, fe, fu, fr, fy, fo, fa, ff, rr, ss, qu</i></p>	<ul style="list-style-type: none"> • 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. • Increase the legibility, consistency and quality of their handwriting. <p><i>ph, pl, bl, bu, bi, be, pu, pi, pe, pa, po, ps, ba, bo, bs, bb, pp, x, z</i></p>	<ul style="list-style-type: none"> • 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. • Understand and practise different styles for different purposes e.g. print alphabet. • Develop personal style. • Continue to practise all letter strings taught. • Practise speed and fluency. <p><i>cial, tial</i></p>	<ul style="list-style-type: none"> • 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. • Understand and practise different styles for different purposes e.g. print alphabet, abbreviations, annotations, note making. • Develop personal style. • Continue to practise all letter strings taught. • Practise speed and fluency.
<p style="text-align: center;">Planning</p>	<ul style="list-style-type: none"> • Discussing and recording ideas. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> • Discussing and recording ideas. • Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary. • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. 	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on reading and research where necessary • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Drafting	<ul style="list-style-type: none"> • Organising paragraphs around a theme. • In narratives, creating settings, characters and plot. • In non-narrative material, using simple organisational devices. • (headings & subheadings). 	<ul style="list-style-type: none"> • Organising paragraphs around a theme. • In narratives, creating settings, characters and plot. • In non-narrative material, using simple organisational devices. 	<ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Précising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure text and to guide the reader. 	<ul style="list-style-type: none"> • Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. • In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. • Précising longer passages. • using a wide range of devices to build cohesion within and across paragraphs. • Using further organisational and presentational devices to structure text and to guide the reader.
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Editing	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural. • Distinguishing between the language of speech and writing and choosing the appropriate register. • Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> • Assessing the effectiveness of their own and others' writing. • Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Ensuring the consistent and correct use of tense throughout a piece of writing. • Ensuring correct subject and verb agreement when using singular and plural. • Distinguishing between the language of speech and writing and choosing the appropriate register. • Proofread for spelling and punctuation errors.
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Grammar	<ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-). Use the correct form of 'a' or 'an'. Word families based on common words (solve, solution, dissolve, insoluble). 	<ul style="list-style-type: none"> Using fronted adverbials . Difference between plural and possessive -s. Standard English verb inflections (I did vs I done). Extended noun phrases, including with prepositions. Appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> Using the perfect form of verbs to mark relationships of time and cause. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. Converting nouns or adjectives into verbs. Verb prefixes (dis-, de-, miss-, re-, over-). Devices to build cohesion, including adverbials of time, place and number. 	<ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause. Differences in informal and formal language. Synonyms and antonyms Further cohesive devices such as grammatical connections and adverbials. Use of ellipsis.
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Punctuation	<ul style="list-style-type: none"> Using and punctuating direct speech (i.e. Inverted commas). 	<ul style="list-style-type: none"> Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with singular and plural nouns . Using and punctuating direct speech (including punctuation within and surrounding inverted commas). 	<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. Using brackets, dashes or commas to indicate parenthesis. Begin to use and understand semicolons . 	<ul style="list-style-type: none"> Using hyphens to avoid ambiguity. Using semicolons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list punctuating bullet point consistently .
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<p style="text-align: center;">Vocabulary</p>	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Choosing nouns or pronouns. • appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause (and place). 	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 	<ul style="list-style-type: none"> • Use a thesaurus. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility. 	<ul style="list-style-type: none"> • Use a thesaurus. • Using expanded noun phrases to convey complicated information concisely. • Using modal verbs or adverbs to indicate degrees of possibility.
<p style="text-align: center;">Performing</p>	<ul style="list-style-type: none"> • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p style="text-align: center;">Terminology</p>	<p>adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant letter, vowel letter, inverted commas.</p>	<p>determiner, pronoun, possessive pronoun, adverbial.</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>