

	Nursery	Reception	Year 1	Year 2
<b>Phonic &amp; Whole Word Spelling</b>	<ul style="list-style-type: none"> <li>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words N</li> <li>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 N</li> <li>Write some letters accurately. N</li> <li>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words N</li> <li>Hears and says the initial sound in words N/ R</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet N/R</li> </ul>	<ul style="list-style-type: none"> <li>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together N/ R</li> <li>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name R</li> <li>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences R</li> <li>Write recognisable letters, most of which are correctly formed. R</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters. ELG</li> <li>Write simple phrases and sentences that can be read by others ELG</li> </ul>	<ul style="list-style-type: none"> <li>Words containing each of the 40+ phonemes taught</li> <li>Common exception words</li> <li>The days of the week</li> <li>Name the letters of the alphabet in order</li> <li>Using letter names to distinguish between alternative spellings of the same sound</li> <li>To know all letters of the alphabet and the sounds which they most commonly represent.</li> <li>To recognise consonant digraphs which have been taught and the sounds which they represent.</li> <li>To recognise vowel digraphs which have been taught and the sounds which they represent.</li> <li>To recognise words with adjacent consonants.</li> <li>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</li> <li>To spell some words in a phonically plausible way, even if sometimes incorrect.</li> <li>To apply Y1 spelling rules and guidance, which includes: <ul style="list-style-type: none"> <li>the sounds /f/, /l/,</li> <li>/s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);</li> </ul> </li> <li>dividing words into syllables (e.g. rabbit, carrot);</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words which each spelling, including a few homophones</li> <li>Learning to spell common exception words</li> <li>Distinguishing between homophones and near-homophones</li> </ul>

			<ul style="list-style-type: none"> <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>• 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> </ul>	
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Writing Progression

Writing = Greater depth at the end of KS1

			<ul style="list-style-type: none"> <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> <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>	
<p><b>Other Word Building Spelling</b></p>	<ul style="list-style-type: none"> <li>• Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words N/R</li> <li>• Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes N</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence N</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to write short sentences in meaningful contexts R</li> <li>• Write some common irregular words R</li> <li>• Some words are spelt correctly and other are phonetically plausible</li> <li>• Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Using the prefix -un</li> <li>• Using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>• Apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the possessive apostrophe (singular)</li> <li>• Learning to spell more words with contracted forms</li> <li>• Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>• Apply spelling rules and guidelines from Appendix 1: 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 /ai/ sound spelt -y (e.g. cry, fly, July);</li> <li>• adding -es to nouns and verbs ending in</li> </ul>

				<ul style="list-style-type: none"><li>• -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</li><li>• -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 /z/ sound spelt 's' (e.g. television, usual).</li></ul>
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**Writing Progression**

**Writing = Greater depth at the end of KS1**

<p><b>Transcription</b></p>	<ul style="list-style-type: none"> <li>• Make marks on their picture to stand for their name. P3</li> <li>• Sometimes gives meaning to their drawings and paintings P3/N</li> <li>• Makes up stories, play scenarios, and drawings in response to experiences N</li> <li>• Sometimes gives meaning to their drawings and paintings N</li> <li>• Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves N</li> <li>• Imitates adults' writing by making continuous lines of shapes and symbols from left to right N</li> <li>• Includes mark making and early writing in their play N</li> </ul>	<ul style="list-style-type: none"> <li>• To give meaning to marks they make as they draw, write and paint. N/R</li> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats R             <ul style="list-style-type: none"> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology R</li> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together R</li> </ul> </li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s R</li> <li>• To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. R</li> <li>• They write simple sentences which can be read by themselves and others (ELG)</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far</li> </ul>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• Use large and small motor skills to do things</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a</li> </ul>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> </ul>

Writing Progression

Writing = Greater depth at the end of KS1

	<p>independently, for example manage buttons and zips, and pour drinks. P3</p> <ul style="list-style-type: none"> <li>• Develop manipulation and control. Explore different materials and tools. P3</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Show a preference for a dominant hand</li> <li>• Creates lines and circles pivoting from the shoulder and elbow</li> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors.</li> <li>• Holds pencil between thumb and two fingers, no longer using whole-hand grasp N</li> <li>• Holds pencil near point between first two fingers and thumb and uses it with good control N</li> <li>• Use a comfortable grip with good control when holding pens and pencils</li> <li>• To realise tools can be used for a purpose. N</li> <li>• To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. N</li> <li>• To copy some letters, e.g. letters from their name N</li> <li>• Draws lines or circles using gross motor movements N</li> </ul>	<p>range of tools competently, safely and confidently. R</p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials R</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention R</li> <li>• Shows a preference for a dominant hand N/R</li> <li>• Begins to form recognisable letters independently N/R</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed R</li> <li>• Form lower-case and capital letters correctly. R</li> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ELG</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery. ELG</li> <li>• Begin to show accuracy and care when drawing ELG</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting ‘families’ and to practise these</li> </ul>	<ul style="list-style-type: none"> <li>• Start using some of the diagonal and horizontal strokes needed to join letter and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>
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**Writing Progression**

Writing = Greater depth at the end of KS1

	<ul style="list-style-type: none"> <li>Begins to use anticlockwise movement and retrace vertical lines N/R</li> </ul>			
<b>Contexts for Writing</b>	<ul style="list-style-type: none"> <li>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' N/R</li> <li>To engage in imaginative role play based on own first-hand experiences.) N/R</li> <li>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. N/R</li> <li>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words N/R</li> <li>Makes up stories, play scenarios, and drawings in response to experiences. N</li> </ul>	<ul style="list-style-type: none"> <li>To introduce a storyline or narrative into their play. N/R</li> <li>To write own name and other things such as labels, captions. R</li> <li>To play cooperatively as part of a group to develop and act out a narrative. N/R</li> <li>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats N/R</li> </ul>		<ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others (real and fiction)</li> <li>Writing about real events</li> <li>Writing poetry</li> <li>Writing for different purposes</li> <li>To write about real events.</li> <li>To write simple poetry.</li> <li>To encapsulate what they want to say, sentence by sentence.</li> </ul>
<b>Planning Writing</b>	<ul style="list-style-type: none"> <li>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). N</li> <li>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. N</li> <li>Use talk to organise themselves and their play: Let's go on a bus... you sit</li> </ul>	<ul style="list-style-type: none"> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events N/R</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words R</li> <li>Uses language to imagine and recreate roles and experiences in play</li> </ul>	<ul style="list-style-type: none"> <li>Saying out loud what they are going to write about</li> <li>Composing a sentence orally before writing it</li> <li>To discuss what they have written with the teacher or other pupils.</li> <li>To read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>To use adjectives to describe.</li> </ul>	<ul style="list-style-type: none"> <li>Planning of saying out loud what they are going to write about</li> </ul>

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Writing = Greater depth at the end of KS1

	<p>there... I'll be the driver." N</p> <ul style="list-style-type: none"> <li>• Able to use language in recalling past experiences Can retell a simple past event in correct order (e.g. went down slide, hurt finger)N</li> <li>• Uses talk to explain what is happening and anticipate what might happen next N</li> </ul>	<p>situations N.R</p> <ul style="list-style-type: none"> <li>• Introduces a storyline or narrative into their play</li> <li>• 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 R</li> <li>• They develop their own narratives and explanations by connecting ideas or events R</li> <li>• They use key features of narrative in their own writing.</li> </ul>		
<b>Drafting Writing</b>	<ul style="list-style-type: none"> <li>• Gives meaning to marks as they draw, write and paint N</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others. ELG</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• Writing down ideas and/or key words, including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> </ul>
<b>Editing Writing</b>		<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others. ELG</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicated time are used correctly and consistently including verbs in the continuous form</li> <li>• Proof reading to check for errors in spelling, grammar and punctuation</li> </ul>
<b>Performing Writing</b>		<ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others. ELG</li> </ul>	<ul style="list-style-type: none"> <li>• Read their writing aloud clearly enough to be heard by their peers and teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• To use vocabulary focused on objects and people that are of particular importance</li> </ul>	<ul style="list-style-type: none"> <li>• Develop social phrases N/R</li> <li>• Use new vocabulary in different contexts. R</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving spaces between words</li> <li>• Joining words and joining clauses using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases to describe and specify</li> <li>• To write for different purposes</li> </ul>



Writing Progression

Writing = Greater depth at the end of KS1

	<p>to them.</p> <ul style="list-style-type: none"> <li>To build up vocabulary that reflects the breadth of their experiences</li> </ul> <p>Develop social phrases N/R</p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. R</li> <li>To use language to imagine and recreate roles and experiences in play situations. R</li> <li>To express themselves effectively, showing awareness of listeners' needs. R</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate S ELG</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary S ELG</li> </ul>	<ul style="list-style-type: none"> <li>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>To start to engage readers by using adjectives to describe.</li> </ul>	<p>with an awareness of an increased amount of fiction and non-fiction structures.</p> <ul style="list-style-type: none"> <li>To 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>To read aloud what they have written with</li> <li>appropriate intonation to make the meaning clear</li> </ul>
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>To begin to understand 'why' and 'how' questions. N</li> <li>Beginning to use more complex sentences to link thoughts (e.g. using and, because) N/R</li> <li>Questions why things happen and gives explanations. Asks e.g. who, what, when, how N</li> <li>Beginning to use a range of tenses (e.g. play,</li> </ul>	<ul style="list-style-type: none"> <li>To answer 'how' and 'why' questions about their experiences and in response to stories or events. N/R</li> <li>Articulate their ideas and thoughts in well-formed sentences. R</li> <li>Connect one idea or action to another using a range of connectives R</li> <li>Write short sentences with words with known letter-sound</li> </ul>	<ul style="list-style-type: none"> <li>Regular plural noun suffixes (-s, -es)</li> <li>Verb suffix where root word is unchanges (ing, -ed, -er)</li> <li>Un- prefix to change meaning of adjectives/adverbs</li> <li>To combine words to make sentences including using 'and'</li> <li>Sequencing sentences to form short narratives</li> <li>Separation of words with spaces</li> <li>Sentence demarcation (. ? !)</li> <li>Capital letters for names and</li> </ul>	<ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation and command</li> <li>The present and past tenses correctly and consistently including the progressive form</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>Some features of written Standard English</li> <li>Suffixes to form new words (-ful, -er, -ness)</li> <li>Sentences demarcation</li> </ul>

**Writing Progression**

**Writing = Greater depth at the end of KS1**

	playing, will play, played) N	<p>correspondences using a capital letter and full stop R</p> <ul style="list-style-type: none"> <li>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 S ELG</li> </ul>	the pronoun 'I'	<ul style="list-style-type: none"> <li>Commas in lists</li> <li>Apostrophes for omission and singular possession</li> </ul>
<b>Punctuation</b>			<ul style="list-style-type: none"> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Using a capital letter for names or people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, questions marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>
<b>Grammatical Terminology</b>	<ul style="list-style-type: none"> <li>To 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>Capital letter, full stop, question mark, exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe, comma</li> </ul>