



Writing Progression					
Dimension	Sub-dimension	EYFS	Year 1	Year 2	Year 3
Writing Transcription	Phonic and whole word spelling	• Use their phonic knowledge to write words which match their spoken sounds • Some words are spelt correctly & others are phonetically plausible • Write some irregular common words • Spell words by identifying sounds in them and representing the sounds with a letter or letters	• Write 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	• 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 • Distinguish between homophones and near-homophones	• Spell further homophones • Spell words that are often misspelt
	Other word building spelling		• Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and	• Spell by: learning the possessive apostrophe (singular): e.g. the girl's book	• Use further prefixes and suffixes and understand how to add them



			the third person singular marker for verbs • Add prefixes and suffixes using the prefix un • Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words: e.g. helping, helped, helper, eating, quicker, quickest	• Spell by: learning to spell more words with contracted forms • Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly	• 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
	Transcription	• Write own name and other and other things such as labels and captions • Write simple phrases and sentences that can be read by others.	• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
	Handwriting	• Use some clearly identifiable letters to communicate meaning, representing	• Sit correctly at a table, holding a pencil comfortably and correctly	• Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal	• Use diagonal and horizontal strokes that are needed to join letters and understand which



		some sounds correctly & in sequence. Write recognisable letters, most of which are correctly formed	- Begin to form lowercase 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	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	letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting
Writing Composition	Contexts for Writing	Attempt to write short sentences & meaningful contexts.	- Writing narratives about personal experiences and those of others (real and fictional) - Writing about real events - Writing poetry	- Develop positive attitudes towards and stamina for writing - Writing narratives about personal experiences and those of others (real and fictional) - Write about real events - Writing poetry - Writing for different purposes	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar



	Planning and Drafting Writing	• saying out loud what they are going to write about • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly & in sequence. • Write simple sentences which can be read by themselves and other	• Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense	• Consider what they are going to write before beginning • planning or saying out loud what they are going to write about • encapsulating what they want to say, sentence by sentence • writing down ideas and/or key words, including new vocabulary	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Organise paragraphs around a theme • In narratives, create settings, characters and plot • In non-narrative material, use simple organisation devices (headings & subheadings)
	Editing Writing	• Tell the teacher or their peers what they have written	• Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher	• 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	• Discuss and record ideas • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary



				e.g. sitting to sat, eated to ate • proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) •	and an increasing range of sentence structures
	Performing Writing	• Uses language to imagine and recreate roles and experiences in play situations • Introduces a storyline or narrative into their play	• Read aloud their writing clearly enough to be heard by their peers and the teacher	• Read aloud what they have written with appropriate intonation to make the meaning clear •	• 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.
Writing – Vocabulary, grammar and punctuation	Vocabulary		• leaving spaces between words • joining words and joining clauses using "and"	• expanded noun phrases to describe and specify	• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Choose nouns or pronouns appropriately for



					clarity and cohesion and to avoid repetition
	Grammar		• 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 pronoun 'I')	• Sentence with different forms: statement, exclamation, command and question • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession	• Use the present perfect form of verbs in contrast to the past tense • Form nouns using prefixes • Use the correct form of 'a' or 'an' • Use word families based on common words (solve, solution, dissolve, insoluble) • Use conjunctions, adverbs and prepositions to express time and cause
	Grammatical Terminology	Introduce: Finger spaces, Letter, Word, Sentence, Full stops, Capital letter and Simile – 'like'	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, conjunction	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb	adverb, preposition conjunction, word family, prefix, clause, subordinate clause direct speech,



				tense (past, present) , apostrophe, comma, connective	consonant, consonant letter vowel, vowel letter, inverted commas
	Punctuation	Introduce: Finger spaces , Full stops and Capital letters	- 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, and the personal pronoun 'I'	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)	Use commas after fronted adverbials Indicate and punctuate direct speech (including punctuation within and surrounding inverted commas)

*Each Year group needs to revisit and consolidate previous Year groups learning alongside new learning.

* GPC (Grapheme-Phoneme Correspondence)



Common exception words for Year 2

This is a word list taken from the National Curriculum of recommended words a Year 2 child should be confident spelling as they complete Year 2.

Common exception words for Year 1

This is a word list taken from the National Curriculum of recommended words a Year 1 child should be confident spelling as they complete Year 1.

The	You
A	Your
Do	They
To	Be
Today	He
Of	Me
Said	She
Says	We
Are	No
Were	Go
Was	So
Is	By
His	My
Has	Here
I	There
	Where

Love
Come
Some
One
Once
Ask
Friend
School
Put
Push
Pull
Full
House
Our

door
floor
poor
because
find
kind
mind
behind
child
children
wild
climb
most
only
both
old
cold
gold
hold
told
every

everybody
even
great
break
steak
pretty
beautiful
after
fast
last
past
father
class
grass
pass
plant
path
bath
hour
move
prove

improve
sure
sugar
eye
could
should
would
who
whole
any
many
clothes
busy
people
water
again
half
money
Mr
Mrs
parents
Christmas





Spelling – work for year 1

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /n/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v, so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s. If the ending sounds like /tʃ/ and forms an extra syllable or 'beat' in the word, it is spelt as -es.	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed. If the verb ends in two consonant letters (the same or different), the ending is simply added on.	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest



Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e.	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, zoo	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/)	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show
ow (/əʊ/)		blue, clue, true, rescue, Tuesday
ue		new, few, grew, flew, drew, threw
ew		
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared



English – Appendix 1: Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

English - Appendix 2: Vocabulary, grammar and punctuation

Vocabulary, grammar and punctuation – Years 1 to 6

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun <i>I</i>
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark





Spelling – work for year 2

Revision of work from year 1

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New work for year 2

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /u/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /ə/ sound	The -le spelling is the most common	table, apple, bottle,

English – Appendix 1: Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /l/ or /ə/ sound spelt -el at the end of words	The -el spelling is much less common than -le . The -el spelling is used after m, n, r, s, v, w and more often than not after s.	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /ə/ sound spelt -al at the end of words	Not many nouns end in -al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding -es to nouns and verbs ending in -y	The y is changed to i before -es is added.	flies, tries, replies, copies, babies, carries
Adding -ed , -ing , -er and -est to a root word ending in -y with a consonant before it	The y is changed to i before -ed , -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ...but copying, crying, replying
Adding the endings -ing , -ed , -er , -est and -y to words ending in -e with a consonant before it	The -e at the end of the root word is dropped before -ing , -ed , -er , -est , -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding -ing , -ed , -er , -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing</i> , <i>mixed</i> , <i>boxer</i> , <i>sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll.	all, ball, call, walk, talk, always



English – Appendix 1: Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /i:/ sound spelt -ey	The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu.	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ɜ/ sound spelt s		television, treasure, usual
The suffixes -ment, -ness, -ful, -less and -ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly memiment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't – cannot</i>). <i>It's</i> means <i>it is</i> (e.g. <i>It's raining</i>) or sometimes <i>it has</i> (e.g. <i>It's been raining</i>), but <i>it's</i> is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in -tion		station, fiction, motion,

English – Appendix 1: Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i> . <i>Great, break</i> and <i>steak</i> are the only common words where the /et/ sound is spelt ea.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with



Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>] Formation of adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er</i>, <i>-est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs
Sentence	Subordination (using <i>when</i>, <i>if</i>, <i>that</i>, <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly</i>, <i>plain flour</i>, <i>the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

English - Appendix 2: Vocabulary, grammar and punctuation

Year 2: Detail of content to be introduced (statutory requirement)	
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming</i>, <i>he was shouting</i>]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present)