



Curriculum Progression Map

English -Writing - Composition



For specific phonics teaching sequence (following Letter and Sounds) please refer to the Priestsic Phonics Progression Document.

	Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Phonics and decoding	F1	After 1 term in F1		Sign Writing Write	
		After 2 terms in F1		Written Control Hold	
		By the end of F1	Composition I can tell an adult what I have drawn or painted. Grammar and Punctuation I can recognise a capital letter at the start of my name. Spelling I can identify sounds from my own name in other words. I can ascribe meaning to other marks, like on signage. I can start to write identifiable shapes and letters. Handwriting I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can grip using five fingers or preferably two fingers and a thumb for control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letters and pictures.	Pinch Shape Pencil Crayon Pen Letter Sound Phoneme	
	F2	After 1 term in F2	I can tell an adult what I have drawn or painted. I can give meaning to my marks as I write. I can create representations of people, events and objects.	Letter Phoneme Sounds	
		After 2 terms in F2	I can use some identifiable letters to communicate meaning and use them to write captions and labels. I can read back my writing. I can begin to rehearse what I write orally before writing.	Segment Read Caption Sentence	
		By the end of F2	I can write simple sentences which can be read by myself and others.		

	Year 1	<p>Composition</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it • Sequence sentences to form short narratives • Sequence sentences in chronological order to recount an event or an experience • Re-read what they have written to check that it makes sense • Leave spaces between words • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Use 'and' to join sentences together • Know how the prefix 'un' can be added to words to change meaning • Use the suffixes: s, es, ed, er and ing within their writing <p>Transcription</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters and the digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these • Identify known phonemes in unfamiliar words • Use syllables to divide words when spelling • Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling • Use the spelling rule for adding s or es for verbs in 3rd person singular • Name the letters of the alphabet in order • Use letter names to show alternative spellings of the same phoneme 	<p>Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.</p>	
	Year 2	<p>Composition</p> <ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional) • Write for different purposes, including real events • Plan and discuss the content of writing and write down ideas • Orally rehearse structured sentences or sequences of sentences • Evaluate writing independently, with peers and with teacher • Proof-read to check for errors in spelling, grammar and punctuation • Use full stops, capital letters, exclamation and question marks accurately to demarcate sentences and commas for lists • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Use subordination (using <i>when</i>, <i>if</i>, <i>that</i>, or <i>because</i>) and co-ordination (using <i>or</i>, <i>and</i>, or <i>but</i>) • Use present and past tenses correctly and consistently including the progressive form <p>Transcription</p> <ul style="list-style-type: none"> • Segment spoken words into phonemes and record these as graphemes • Spell words with different alternative spellings, including a few 	<p>Verb, tense - past and present, adjective, noun, noun phrase, suffix, apostrophe, comma, compound, statement, question, exclamation, command.</p>	

		<p>common homophones</p> <ul style="list-style-type: none"> • Spell longer words using suffixes such as <i>ment, ness, ful, less, ly</i> • Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling • Identify known phonemes in unfamiliar words and use syllables to divide words • Form lower-case letters of the correct size relative to one another • Begin to use some of the diagonal and horizontal strokes needed to join letters • 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 		
	Year 3	<p>Composition</p> <ul style="list-style-type: none"> • Look at and discuss models of writing of the text type, purpose and audience to be written, noting: structure; grammatical features and use of vocabulary • Compose sentences using a wider range of structures linked to the grammar objectives • Write a narrative with a clear structure, setting, characters and plot • Write a non-narrative using simple organisational devices such as headings and sub-headings • Suggest improvement to writing through assessing writing with peers and self assess • Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences • Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because, although</i> • Use the perfect form of verbs to mark relationships of time and cause • Use conjunctions, adverbs and prepositions to express time and cause • Proof-read to check for errors in spelling and punctuation errors <p>Assess the effectiveness of their own and others' writing</p> <ul style="list-style-type: none"> • Self-assess the effectiveness of writing. • Assess writing with peers. • Suggest improvements to writing. • Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. • Proof-read to check for errors in spelling and punctuation errors. • Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Transcription</p> <ul style="list-style-type: none"> • Spell words with additional prefixes and suffixes and understand how to add them to root words, for example - form nouns using <i>super, anti, auto</i> • Recognise and spell additional homophones, for example - <i>he'll, heel,</i> 	<p>Word family</p> <p>Conjunction</p> <p>Adverb</p> <p>Preposition</p> <p>direct speech</p> <p>inverted commas (or speech marks)</p> <p>consonant letter</p> <p>vowel letter</p> <p>clause</p> <p>subordinate clause.</p>	

		<p>heal</p> <ul style="list-style-type: none"> • Use the first two or three letters of a word to check its spelling in a dictionary • Spell correctly word families based on common words, for example - solve, solution, solver • Spell identified commonly misspelt words from Year 3 and 4 word list • Make analogies from a word already known to apply to an unfamiliar word • Identify the root in longer words • Use the diagonal and horizontal strokes that are needed to join letters • Understand which letters, when adjacent to one another, are best left unjoined • Increase the legibility, consistency and quality of handwriting 		
	Year 4	<p>Composition</p> <ul style="list-style-type: none"> • Compose sentences using a wider range of structures, linked to the grammar objectives • Orally rehearse structured sentences or sequences of sentences • Begin to open paragraphs with topic sentences • Write a narrative with a clear structure, setting, characters and plot • Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences • Use a range of sentences with more than one clause • Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition • Use fronted adverbials, for example, 'Later that day, I went shopping.' • Use expanded noun phrases with modifying adjectives and prepositional phrases, eg, 'The strict teacher with curly hair' • Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials <p>Assess the effectiveness of their own and others' writing</p> <ul style="list-style-type: none"> • Self-assess the effectiveness of writing. • Assess writing with peers. • Suggest improvements to writing. • Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences. • Proof-read to check for errors in spelling and punctuation errors. • Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Transcription</p> <ul style="list-style-type: none"> • Spell words with additional prefixes and suffixes and understand how to add them to root words. For example - ation, ous, ion, ian • Recognise and spell additional homophones, for example - accept and except, whose and who's • Use the first two or three letters of a word to check its spelling in a dictionary 	<p>As Year 3 and:</p> <p>Pronoun possessive pronoun adverbial determiner</p>	

		<ul style="list-style-type: none"> • Spell identified commonly misspelt words from Year 3 and 4 word list • Use the diagonal and horizontal strokes that are needed to join letters • Understand which letters, when adjacent to one another, are best joined • Understand which letters, when adjacent to one another, are best left unjoined 		
	Year 5	<p>Composition</p> <ul style="list-style-type: none"> • Know the audience for and purpose of the writing • Use the features and structures of text types taught so far • Use grammatical features and vocabulary appropriate for the text types taught so far • Start sentences in different ways • Use sentence starters to highlight the main idea • Develop characters through action and dialogue • Establish viewpoint as the writer through commenting on characters or events • Show how grammar and vocabulary choices create impact on the reader • Choose vocabulary to engage and impact on the reader • Use stylistic devices to create effects in writing. For example - simile, metaphor, personification • Add well-chosen detail to interest the reader • Summarise a paragraph or event • Organise writing into paragraphs to show different information or events • Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs • Use modal verbs or adverbs to indicate degrees of possibility • Use relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun • Use commas to clarify meaning or avoid ambiguity in writing • Use brackets, dashes or commas to indicate parenthesis <p>Assess the effectiveness of their own and others' writing</p> <ul style="list-style-type: none"> • Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensure the consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement when using singular and plural • Distinguish between the language of speech and writing • Distinguish between the formal and informal spoken and written language • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>Transcription</p> <ul style="list-style-type: none"> • Form verbs with prefixes. For example, <i>dis</i>, <i>de</i>, <i>mis</i>, <i>over</i> and <i>re</i> • Convert nouns or adjectives into verbs by adding a suffix. For example, 	<p>Relative clause modal verb relative pronoun parenthesis bracket dash cohesion ambiguity</p>	

		<p>ate, ise, ify</p> <ul style="list-style-type: none"> Understand the general rules for adding prefixes and suffixes above Spell some words with 'silent' letters, e.g. <i>knight, psalm, Solemn</i> Distinguish between homophones and other words which are often confused Spell identified commonly misspelt words from Year 5 and 6 word list Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus Use a range of spelling strategies Choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters Choose the writing implement that is best suited for a task (e.g. quick notes, letters) 		
	Year 6	<p>Composition</p> <ul style="list-style-type: none"> Identify the audience for and purpose of the writing Choose the appropriate form and register for the audience and purpose of the writing Use grammatical structures/features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect Use a range of sentence starters to create specific effects. For example - <i>adverbials, conjunctions, ing, ed</i> Use developed noun phrases to add detail to sentences Use the passive voice to present information with a different emphasis Use commas to mark phrases and clauses Sustain and develop main ideas logically in narrative and non-narrative writing Use character, dialogue and action to advance events in narrative writing Summarise text, conveying key information Write paragraphs with a topic sentence which clearly signal a change in, for example - <i>subject, time, place, event</i> Use organisational and presentational devices to structure text and to guide the reader. For example - headings, bullet points, underlining <p>Assess the effectiveness of their own and others' writing</p> <ul style="list-style-type: none"> Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural Distinguish between the language of speech and writing Distinguish between the formal and informal spoken and written language 	<p>Active and passive subject and object hyphen Antonym Synonym Colon semi-colon ellipsis</p>	

		<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear <p>Transcription</p> <ul style="list-style-type: none"> • Convert verbs into nouns by adding suffixes. For example, tion, ure • Distinguish between homophones and other words which are often confused • Spell identified commonly misspelt words from Year 5 and 6 word list • Understand that the spelling of some words needs to be learnt specifically • Use dictionaries to check the spelling and meaning of words • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus • Use a range of spelling strategies • Choose which shape of a letter to use and decide whether or not to join specific letters 		
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English -Writing - Spelling

For specific phonics teaching sequence (following Letter and Sounds) please refer to the Priestsic Phonics Progression Document.

	Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Phonics and decoding	FI	After 1 term in FI		Sign	
		After 2 terms in FI		Writing	
		By the end of FI	I can identify sounds from my own name in other words. I can ascribe meaning to other marks, like on signage. I can start to write identifiable shapes and letters.	Write Written Control Hold Pinch Shape Pencil Crayon Pen Letter Sound Phoneme	

	F2	After 1 term in F2	I can identify sounds from my own name in other words. I can ascribe meaning to other marks like on signage.	Spell Phoneme Sounds Segment Digraph Trigraph Sound button Adjacent consonant Letter Grapheme Sound out	
		After 2 terms in F2	I can write identifiable shapes and letters. I can segment and blend the sounds in simple words and name sounds.		
		By the end of F2	I can use my phonic knowledge to write words in ways which match my spoken sounds. I can also write some irregular common words. I can spell some words correctly and others are phonetically plausible.		
	Year 1		<ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k Division of words into syllables tch The /v/ sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word Adding -er and -est to adjectives where no change is needed to the root word ai , oi ay, oy a-e e-e i-e o-e u-e ir ur ar ee ea (/i:/) ea (/ɛ/) er(/ɜ:/) er (/ə/) ir ur oo (/u:/) oo (/ʊ/) oa oe ou ow (/əʊ/) ow (/əʊ/) er (/ə/) ir 	<ul style="list-style-type: none"> off, well, miss, buzz,, back bank, think, honk, sunk pocket, rabbit, carrot, thunder, sunset catch, fetch, kitchen, notch, hutch have, live, give cats, dogs, spends, rocks, thanks, catches hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper grandee, grandest, fresher, freshest, quicker, quickest rain, wait, train, paid, afraid, oil, join, coin, point, soil day, play, say, way, stay, boy, toy, enjoy, annoy made, came, same, take, safe these, theme, complete five, ride, like, time, side home, those, woke, hope, hole June, rule, rude, use, tube, tune girl, bird, shirt, first, third turn, hurt, church, burst, Thursday car, start, park, arm, garden see, tree, green, meet, week sea, dream, meat, each, read (present tense) head, bread, meant, instead, read (past tense) (stressed sound): her, term, verb, person (unstressed schwa sound): better, under, summer, winter, sister girl, bird, shirt, first, third turn, hurt, church, burst, Thursday food, pool, moon, zoo, soon 	

		<ul style="list-style-type: none"> ur σσ (/u:/) σσ (/ʊ/) • σα • σε • συ • σω (/əʊ/) • σω (/əʊ/) • υε • εω • ιε (/aɪ/) • ιε (/i:/) • igh • or • ore • aw • au • air • ear • ear (/ɛə/) • are (/ɛə/) • Words ending -y (/i:/ or /ɪ/) • New consonant spellings ph and wh • Using k for the /k/ sound • Adding the prefix -un • Compound words • Common exception words • 	<ul style="list-style-type: none"> • book, took, foot, wood, good • toæ, goes • out, about, mouth, around, sound • now, how, brown, down, town • own, blow, snow, grow, show • blue, clue, true, rescue, Tuesday • new, few, grew, flew, drew, threw • lie, tie, pie, cried, tried, dried • chief, field, thief • high, night, light, bright, right • for, short, born, horse, morning • more, score, before, wore, shore • saw, draw, yawn, crawl • author, August, dinosaur, astronaut • air, fair, pair, hair, chair • dear, hear, beard, near, year • bear, pear, wear • bare, dare, care, share, scared • very, happy, funny, party, family • dolphin, alphabet, phonics, elephant • when, where, which, wheel, while • Kent, sketch, kit, skin, frisky • unhappy, undo, unload, unfair,, unlock • football, playground, farmyard, bedroom, blackberry • 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 	
	Year 2	Revision from Year 1. <ul style="list-style-type: none"> • 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 /s/ sound spelt c before e, i and y • The /n/ sound spelt kn and (less often) gn at the 	<ul style="list-style-type: none"> • badge, edge, bridge, dodge, fudge, age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust • race, ice, cell, city, fancy • knock, know, knee, gnat, gnaw 	

		<p>beginning of words</p> <ul style="list-style-type: none"> • The /r / sound spelt wr at the beginning of words • The /l/ or /ɫ/ sound spelt -le at the end of words • The /l/ or /ɫ/ sound spelt -el at the end of words • The /l/ or /ɫ/ sound spelt -al at the end of words • Words ending -il • The /aɪ/ sound spelt -y at the end of words • Adding -es to nouns and verbs ending in -y • Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it • Adding the endings - ing, -ed, -er, -est and -y to words ending in -e with a consonant before it • Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter • The /ɜ:/ sound spelt a before l and ll • The /ʌ/ sound spelt o • The /i:/ sound spelt -ey • The /ɒ/ sound spelt a after w and qu • The /ɜ:/ sound spelt or after w • The /ɜ:/ sound spelt ar after w • The /z/ sound spelt s • The suffixes -ment, -ness, -ful , -less and -ly • Contractions • The possessive apostrophe (singular nouns) • Words ending in -tion • Homophones and near-homophones • Common exception words 	<ul style="list-style-type: none"> • write, written, wrote, wrong, wrap • table, apple, bottle, little, middle • camel, tunnel, squirrel, travel, towel, tinsel • metal, pedal, capital, hospital, animal • pencil, fossil, nostril • cry, fly, dry, try, reply, July • flies, tries, replies, copies, babies, carries • copied, copier, happier, happiest, cried, replied • ...but copying, crying, replying • hiking, hiked, hiker, nicer, nicest, shiny • patting, patted, humming, hummed, • dropping, dropped, sadder, saddest, • fatter, fattest, runner, runny • all, ball, call, walk, talk, always • other, mother, brother, nothing, Monday • key, donkey, monkey, chimney, valley • want, watch, wander, quantity, squash • word, work, worm, world, worth • war, warm, towards • television, treasure, usual • enjoyment, sadness, careful, playful, hopeless, plainness, badly • merriment, happiness, plentiful, penniless, happily • can't, didn't, hasn't, couldn't, it's, I'll • Megan's, Ravi's, the girl's, the child's, the man's • station, fiction, motion, national, section • 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 • door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old,
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			<p>cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past,</p> <p>father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should,</p> <p>would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas - and/or others according to programme used</p>	
	Year 3	<p>Revision of work from Years 1 and 2. Pay special attention to the rules for adding suffixes</p> <ul style="list-style-type: none"> Prefixes: dis-, mis-, re- Words with the /eɪ/ sound spelt ei, eigh, or ey The /ɪ/ sound spelt y elsewhere than at the end of words Words ending with the /g/ sound spelt -gue Words ending with the /k/ sound spelt -que (French in origin) Homophones Revise use of apostrophe from Year 2 Suffix -ly with a consonant before it Words with the /ʃ/ sound spelt ch (mostly French in origin) Words with the /k/ sound spelt ch (Greek in origin) - e.g. scheme The /ʌ/ sound spelt ou Prefixes: sub-, auto-, super- <p>NB Also learn the Year3/4 Statutory spellings list</p>	<ul style="list-style-type: none"> dis-: disappoint, disagree, disobey mis-: misbehave, mislead, misspell (mis + spell) re-: redo, refresh, return, reappear, redecorate the-y, obey, ve-in, weigh, neighbour, eight, straight, myth, gym, Egypt league, tongue antique, unique brake/break, grate/great, eight/ate, weight/wait, son/sun, here/hear, knot/not, meat/meet, missed/mist, heel/heal/he'll, plain/plane, berry/bury, groan/grown, rain/rein/reign, heard/herd, through/threw,, sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly) chef, chalet, machine, brochure scheme, chorus, chemist, echo, character young, touch, double, trouble, country sub-: subdivide, subheading, submarine, submerge auto-: autobiography, autograph super-: supermarket, superman, superstar 	
	Year 4	<p>Revision of work from Year 3. Pay special attention to the rules for adding suffixes</p> <ul style="list-style-type: none"> Words with endings sounding like /ʒə/ Words with endings sounding like /tʃə/ 	<ul style="list-style-type: none"> measure, treasure, pleasure, enclosure creature, furniture, picture, nature, adventure 	

		<ul style="list-style-type: none"> Prefixes: il -, im -, ir -, inter - , anti - Endings which sound like /ʒən/ The suffix -ous Endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian Adding suffixes beginning with vowel letters to words of more than one syllable Words with the /s/ sound spelt sc (Latin in origin) The suffix -ation Revise and review homophones Possessive apostrophe with plural words <p>NB Also learn the Year3/4 Statutory spellings list</p>	<ul style="list-style-type: none"> il - illegal, illegible im - immortal, impossible, impatient, imperfect ir - irregular, irrelevant, irresponsible inter- interact, intercity, international, interrelated anti - antiseptic, anti-clockwise, antisocial division, invasion, confusion, decision, collision, television poisonous, dangerous, mountainous, famous, various, tremendous, enormous, jealous humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, curious, hideous invention, injection, action, hesitation, completion expression, discussion, confession, permission, admission expansion, extension, comprehension, tension musician, electrician, magician, politician, mathematician forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation science, scene, discipline, fascinate, crescent information, adoration, sensation, preparation, admiration girls', boys', babies', children's, men's, mice's 	
	Year 5	<p>Revision of work from Years 3 and 4.</p> <ul style="list-style-type: none"> Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) Words containing the letter-string ough Words with the /i:/ sound spelt ei after c Words ending in -able and -ible Words ending in -ably and -ibly Use of the hyphen 	<ul style="list-style-type: none"> doubt, island, lamb, solemn, thistle, knight ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through, thorough, borough 	

		<ul style="list-style-type: none"> Homophones <p>NB Also learn the Year5/6 Statutory spellings list and revise the Year3/4 Statutory spellings list</p>	<ul style="list-style-type: none"> plough, bough deceive, conceive, receive, perceive, ceiling adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration), changeable, noticeable, forcible, legible, dependable, comfortable, understandable, reasonable, enjoyable, reliable, possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly co-ordinate, re-enter, co-operate, co-own isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed, altar/alter, ascent/assent, bridle/bridal, led/lead, steal/steel, cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose 	
	Year 6	<p>Revision of work from previous years</p> <ul style="list-style-type: none"> Adding suffixes beginning with vowel letters to words ending in -fer Words ending in -ant, -ance/-ancy, -ent, -ence/-ency Endings which sound like /ʃəs/ spelt -cious or -tious Endings which sound like /ʃəl/ Homophones and other words that are often confused <p>NB Also learn the Year5/6 Statutory spellings list and revise the Year3/4 Statutory spellings list</p>	<ul style="list-style-type: none"> referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial), innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential), assistant, assistance, obedient, obedience, independent, independence vicious, precious, conscious, delicious, malicious, suspicious 	

			<p>ambitious, cautious, fictitious, infectious, nutritious</p> <ul style="list-style-type: none"> official, special, artificial, partial, confidential, essential advice/advise, device/devise, licence/license <p>practice/practise, prophecy/prophesy farther/further/father principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)/principle: basic truth or belief profit: money that is made in selling things/prophet: someone who foretells the future stationary: not moving/stationery: paper, envelopes wary: cautious/weary: tired</p>	
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English -Writing – Grammar and Punctuation

For specific phonics teaching sequence (following Letter and Sounds) please refer to the Priestsic Phonics Progression Document.

	Year group		Key skills and ‘sticky’ knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Phonics and decoding	FI	After 1 term in FI		Sign Writing Write	
		After 2 terms in FI		Written Control Hold	
		By the end of FI	I can recognise a capital letter at the start of my name.	Pinch Shape Pencil Crayon Pen	

				Letter Sound Phoneme	
F2	After 1 term in F2	I can recognise a capital letter at the start of my name.		Sentence Full stop Capital letter	
	After 2 terms in F2	I can talk about sentences and start to write short sentences. I can start to use full stops and capital letters in the correct places.		Upper case letter Finger spaces Punctuation	
	By the end of F2	I can write simple sentences which can be read by themselves and others.			
Year 1		Word Structure <ul style="list-style-type: none"> Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat) Sentence Structure <ul style="list-style-type: none"> How words can combine to make sentences How <i>and</i> can join words and join sentences Text Structure <ul style="list-style-type: none"> Sequencing sentences to form short narratives Punctuation <ul style="list-style-type: none"> Separation of words with Spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I 		word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark	
Year 2		Word Structure <ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness, -er Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er and -est to form comparisons of adjectives and adverbs Sentence Structure <ul style="list-style-type: none"> Subordination (using when, if, that, or because) and coordination (using or, and, or but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command Text Structure <ul style="list-style-type: none"> Correct choice and consistent use of present tense versus past tense throughout texts Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) Punctuation <ul style="list-style-type: none"> Capital letters, full stops, question marks and exclamation marks to demarcate sentences 		verb tense (past, present), adjective Noun, noun phrase Suffix Apostrophe Comma Compound Statement, question, exclamation, command	

		<ul style="list-style-type: none"> Commas to separate items in a list Apostrophes to mark where the letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name) 		
	Year 3	<p>Word Structure</p> <ul style="list-style-type: none"> Formation of nouns using a range of prefixes, such as super-, anti-, auto- Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble) <p>Sentence Structure</p> <ul style="list-style-type: none"> Expressing time and cause using conjunctions (e.g. when, before, after, while, because, so), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because of) <p>Text Structure</p> <ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (For example, He has gone out to play contrasted with He went out to play) <p>Punctuation</p> <ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech 	word family conjunction adverb preposition direct speech inverted commas (or 'speech marks'), consonant, consonant letter vowel vowel letter clause subordinate clause	
	Year 4	<p>Word Structure</p> <ul style="list-style-type: none"> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done) <p>Sentence Structure</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials (For example, Later that day, I heard the bad news) <p>Text Structure</p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. <p>Punctuation</p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech (For example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!") Apostrophes to mark plural possession (e.g. the girls' names, the boys' boots) Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.) 	Pronoun Possessive pronoun adverbial determiner	

	Year 5	<p>Word Structure</p> <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re-) <p>Sentence Structure</p> <ul style="list-style-type: none"> Relative clauses beginning with <i>who, which, where, why, or whose</i> or an omitted relative pronoun. Indicating degrees of possibility using modal verbs (e.g. <i>might, should, will, must</i>) or adverbs (e.g. <i>perhaps, surely</i>) <p>Text Structure</p> <ul style="list-style-type: none"> Devices to build cohesion within a paragraph (e.g. <i>then, after that, this, firstly</i>) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>) or tense choices (For example, <i>He had seen her before.</i>) <p>Punctuation</p> <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity 	<p>relative clause modal verb relative pronoun parenthesis bracket dash cohesion ambiguity</p>	
	Year 6	<p>Word Structure</p> <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported, alleged, or claimed</i> in formal speech or writing) How words are related by meaning such as synonyms and antonyms (For example, <i>big, little, large</i>) <p>Sentence Structure</p> <ul style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the subjunctive in some very formal writing and speech) <p>Text Structure</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as, <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis. Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text <p>Punctuation</p> <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses (For example: <i>It's raining; I'm fed up</i>) Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>) 	<p>active and passive, subject and object, hyphen antonym synonym colon semi-colon ellipsis</p>	

English -Writing - Handwriting

For specific phonics teaching sequence (following Letter and Sounds) please refer to the Prieststic Phonics Progression Document.

	Year group		Key skills and 'sticky' knowledge	Key vocabulary	Links to curriculum drivers VOCABULARY DIVERSITY ASPIRATION HEALTH AND WELL BEING (Including aspirational figures to be studied)
Phonics and decoding	F1	After 1 term in F1	I can randomly scribble on the page, sometimes with both hands. I can begin to balance when sitting. I can make connections between my actions and the marks being made. I can hold mark making equipment using the palmer grip. I can control the marks on the page. I can distinguish between the different marks I make.	Sign Writing Write Written Control Hold	
		After 2 terms in F1	I can turn pages in a book. I can control equipment like a jug and show increasing control over tools like pencils and crayons. I can use a range of tools to make marks and show an interest my own marks and others' marks.	Pinch Shape Pencil Crayon Pen	
		By the end of F1	I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can grip using five fingers or preferably two fingers and a thumb for control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letters and pictures.	Letter Sound Phoneme	
	F2	After 1 term in F2	I can draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. I can use tools for mark making with control. I can grip using five fingers or preferably two fingers and a thumb for control. I can use pincers, tweezers and threading equipment with increasing control and confidence. I can copy shapes, letters and pictures.	Letters Handwriting Letter formation Line Space Upper case Lower case Size	
		After 2 terms in F2	I can sit on a chair with a straight back and my feet on the floor. I can control finer tools when playing with dough. I can form recognisable letters, some of them correctly. I can use a tripod grasp.		
		By the end of F2	I can use my phonic knowledge to write words in ways which match my spoken sounds. I can write simple sentences which can be read by myself and others.		

		I can handle tools and equipment effectively, including pencils for writing.		
	Year 1	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case 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. 		
	Year 2	<ul style="list-style-type: none"> Revise and practise correct letter formation. Teach joined style as soon as letters are securely formed with the correct orientation Form lower-case letters of the correct size relative to one another. Begin to use some of the diagonal and horizontal strokes needed to join letters. 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 		
	Year 3	<ul style="list-style-type: none"> Practise and develop fluency of joined script Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting: <ul style="list-style-type: none"> Down strokes of letters are parallel and equidistant <p>Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>		
	Year 4	<ul style="list-style-type: none"> Practise and develop fluency of joined script Use the diagonal and horizontal strokes that are needed to join letters. Understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting: <ul style="list-style-type: none"> Down strokes of letters are parallel and equidistant Lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 		
	Year 5	<ul style="list-style-type: none"> Write legibly fluently and with increasing speed Choose which shape of a letter to use when given choices and deciding, whether or not to join specific letters. Choose the writing implement that is best suited for a task (e.g. quick notes, letters). 		
	Year 6	<ul style="list-style-type: none"> Write legibly fluently and with increasing speed Choose which shape of a letter to use when given choices and deciding, whether or not to join specific letters. Choose the writing implement that is best suited for a task (e.g. quick notes, letters). 		

