

Writing: Transcription Spelling	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell common exception words spell the days of the week name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell words with simple phoneme/grapheme correspondence accurately e.g., cat, dog, red</p> <p>Make phonetically plausible attempts at writing longer</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn 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</p> <p>Learn to spell common exception words</p> <p>Distinguish</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (Appendix I NC)</p> <p>Spelling Shed</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (Appendix I NC)</p> <p>Spelling Shed</p>	<p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix I NC</p> <p>Spelling Shed</p>	<p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix I NC</p> <p>Spelling Shed</p>

		words using dominant phonemes and common grapheme representations Spelling Shed	between homophones and near-homophones Spelling Shed				
Further Spelling Conventions	Write some irregular common words	To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male. To use the first two or three letters of a word to check its spelling in a dictionary.	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's) To use their spelling knowledge to use a dictionary more efficiently.	To spell complex homophones and near-homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling and/or meaning in a dictionary.	To spell homophones and near-homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge of

			<p>single- syllable and multi- syllabic words. To self- correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>				<p>morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
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Writing: Transcription Handwriting	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter Formation, Placement and Positioning	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Separate words with spaces</p> <p>Use of Letterjoin</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>Use of Letterjoin</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>Consistent letter size, spacing and joins</p> <p>Use of Letterjoin</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Write fluently using correct joins, ascenders and descenders</p> <p>Use of Letterjoin</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task.</p> <p>Use of Letterjoin</p>	<p>Maintain legibility and fluency when writing at speed.</p> <p>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</p> <p>- choosing the writing implement that is best suited for a task.</p> <p>Use of Letterjoin</p>

Joining Letters			<p>Correctly sized lowercase letters</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
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Writing: composition	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Planning, Writing and Editing</p>	<p>Write simple phrases and sentences that can be read by others</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g., headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p>

		To use adjectives to describe.	writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).		pronouns for cohesion.	details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.
Awareness of Audience, Purpose and Structure	Write simple phrases and sentences that can be read by others	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure,	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on

		<p>To start to engage readers by using adjectives to describe.</p>	<p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.</p>	<p>layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using</p>
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							modal verbs to suggest degrees of possibility).
Writing poems	<p>Innovate a well-known rhyme (verbally)</p> <p>Alphabet list poems</p> <p>Rhyming</p> <p>Couplets</p>	<p>Innovate a well-known rhyme (written)</p> <p>Alliterative List Poems</p> <p>Simple riddles</p> <p>Free verse based on experiences</p>	<p>Acrostic Poems</p> <p>Jokes, riddles and nonsense poems, tongue-twisters</p> <p>Quatrain - AABB or ABAB</p> <p>Shape Poem</p>	<p>Narrative with Rhyme</p> <p>Question & Answer poems</p> <p>Conversation poems</p> <p>Haiku & Tankas, kennings, clerihews, calligrams</p> <p>Free verse</p>	<p>Limericks</p> <p>Monologue - one voice</p> <p>Metaphor poem</p>	<p>Blackout poems</p> <p>Cinquain</p> <p>Simile and Metaphor Poems</p> <p>Personification Poems</p>	<p>Narrative /classic</p> <p>Ballads</p> <p>Sonnets (classic)</p> <p>Iambic Pentameter (in the context of reading Shakespeare);</p> <p>Concrete poems</p> <p>Blank Verse (classics)</p>

Writing: Vocabulary, Grammar and Punctuation	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	<p>Through speech, 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.</p>	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Use of Phrases and Clauses</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns).</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>
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				e.g. he, she, they, it.			
Punctuation		<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions. 	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>

<p>Use of Terminology</p>		<p>To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>
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Progression in Writing

Year
1

- 1.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.
- 2.The /k/ sound spelled 'k' before e, i and y. The /nk/ sound found at the end of words usually comes after a vowel.
- 3.The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter.
- 4.Some words end with an /e/ sound spelled 'y'. 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'.
- 5.Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. If it forms an extra syllable, then it is spelled as -es.
- 6.Adding the suffixes -ing and -ed to verbs. If the verb ends in two consonant letters (the same or different), the ending is simply added on.
- 7.Adding -er, -est and un- to words.
- 8.Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. Sometimes words can be joined together to form compound words.
- 9.The /ai/ and /oi/ digraphs. These digraphs are virtually never used at the end of words in English.
- 10.The ay and oy digraphs. These digraphs are used for those sounds at the ends of words and syllables.
- 11.The long vowel sound /a/ spelled with the split digraph a-e
- 12.The long vowel sound /e/ spelled with the split digraph e-e.
- 13.The long vowel sound /i/ spelled with a split digraph i-e.
- 14.The long vowel sound /o/ spelled with the split digraph o-e.
- 15.The long vowel /oo/ and /yoo/ sounds spelled as u-e. These sounds are usually found in the middle or at the end of words.
- 16.The /ar/ consonant digraph. This digraph may be used at the beginning, middle or end of words.
- 17.Long vowel sound /e/ spelled ee. The letters 'ee' make a long vowel sound like in the word see. This is a common way of spelling the sound and is found in the middle of words and sometimes at the end.
- 18.The long vowel sound /e/ spelled ea. Another common spelling of the sound which is often found in the middle and end of words.

Progression in Writing

19. The short vowel sound /e/ spelled ea.

20. The vowel digraph er. In these words the sound is stressed

21. The vowel digraph er. In these words the sound is unstressed and found at the end of words.

22. The digraphs ir and ur. Often found in the middle of words and occasionally at the beginning of words.

23. The long vowel sound /oo/ as in Zoo. Very few words start or end with /oo/

24. The short vowel sound 'oo' as in foot. *Standard English pronunciation has been used here. In some parts of England the -ook words may have a longer sound.

25. The 'oa' digraph can come at the beginning or in the middle of words but very rarely at the end. The 'oe' digraph can be sometimes found at the end of words.

26. The 'ou' digraph. This digraph can be found at the beginning and in the middle of words. The only common English word ending in 'ou' is you.

27. The 'ow' digraph. This digraph can make two different sounds like in 'cow' or in 'blow'.

28. The 'oo' and 'yoo' sounds can be spelled as u-e, ue and ew. If words end in the /oo/ sound, then it is likely that they will be spelled ew or ue.

29. The digraph 'ie' making the /aɪ/ sound as in pie.

30. The digraph 'ie' making the /ee/ sound.

31. The long vowel sound /i/ spelled 'igh'. This is usually found in the middle of words but sometimes at the end of words too.

32. The /or/ sound. The vowel digraph 'or' and trigraph 'ore'. It is more likely that when at the end of a word then it will be spelled with an 'e'.

33. The /or/ sound spelled with the digraph aw or au. If it is at the end of a word it is more likely to be spelled with an aw and at the beginning of a word with au.

34. The trigraphs 'air' and 'ear'. These spellings are commonly found in the middle or at the end of words but can sometimes be used at the beginning of words too.

35. The /er/ sound spelled with 'ear' or 'are'

36. Words with 'phi' or 'whi' spellings.

Progression in Writing

Year
2

1. The /j/ sound spelled -dge at the end of words. This spelling is used after the short vowel sounds.
2. The /j/ sound spelled -ge at the end of words. This spelling comes after all sounds other than the 'short vowels.'
3. The /j/ sound spelled with a g.
4. The /s/ sound spelled c before e, i and y.
5. The /n/ sound spelled kn and gn at the beginning of words.
7. The /r/ sound spelled 'wr' at the beginning of words.
8. The /l/ or /ul/ sound spelled '-le' at the end of words.
9. The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.
10. The /l/ or /ul/ sound spelled '-al' at the end of words.
11. Words ending in '-ili'
13. The long vowel 'i' spelled with a y at the end of words.
14. Adding '-es' to nouns and verbs ending in 'y.'
15. Adding '-ed' to words ending in y. The y is changed to an i.
16. Adding '-er' to words ending in y. The y is changed to an i.
17. Adding 'ing' to words ending in 'e' with a consonant before it.
19. Adding 'er' to words ending in 'e' with a consonant before it.
20. Adding '-ing' to words of one syllable. The last letter is doubled to keep the short vowel sound.
21. Adding '-ed' to words of one syllable. The last letter is doubled to keep the short vowel sound.
22. The 'or' sound spelled 'a' before ll and ll

Progression in Writing

23. The short vowel sound 'o'.

25. The /ee/ sound spelled '-ey'.

26. Words with the spelling 'ai' after w and qu.

27. The /er/ and /or/ sound spelled with or or ar.

28. The /z/ sound spelled s.

29. The suffixes '-ment' and '-ness'.

30. The suffixes '-ful' and '-less'. If a suffix starts with a consonant letter, it is added straight onto most root words.

31. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

32. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

33. Words ending in '-tion'.

34. Contractions - the apostrophe shows where a letter or letters would be if the words were written in full.

35. The possessive apostrophe (singular).

Progression in Writing

Year
3

1. The /ow/ sound spelled 'ou' Found often in the middle of words, sometimes at the beginning and very rarely at the end of words.
2. The /u/ sound spelled 'ou' This digraph is only found in the middle of words.
3. Spelling Rule: The /i/ sound spelled with a 'y.'
4. Words with endings that sound like /ze/ as in measure are always spelled with '-sure.'
5. Words with endings that sound like /ch/ is often spelled '-ture' unless the root word ends in (t)ch.
7. Words with the prefix 're-' 're-' means 'again' or 'back.'
8. The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
9. The prefix 'mis-' This is another prefix with negative meanings.
10. Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
11. Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled.
13. The long vowel /a/ sound spelled 'ai'
14. The long /a/ vowel sound spelled 'ei'
15. The long /a/ vowel sound spelled 'ey.'
16. Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.
17. Homophones - words which have the same pronunciation but different meanings and/or spellings.
19. The /l/ sound spelled '-al' at the end of words.
20. The /l/ sound spelled '-le' at the end of words.
21. Adding the suffix '-ly' when the root word ends in '-le' then the '-le' is changed to '-ly.'

Progression in Writing

22. Adding the suffix '-ally' which is used instead of '-ly' when the root word ends in '-ic.'

23. Adding the suffix -ly. Words which do not follow the rules.

24. Challenge Words

25. Words ending in '-er' when the root word ends in (t)ch.

26. Words with the /k/ sound spelled 'ch'. These words have their origins in the Greek language.

27. Words ending with the /g/ sound spelled '-gue' and the /k/ sound spelled '-que'. These words are French in origin.

28. Words with the /s/ sound spelled 'sc' which is Latin in its origin.

29. Homophones: Words which have the same pronunciation but different meanings and/or spellings.

31. The suffix '-sion' pronounced /ʒən/

Progression in Writing

Year
4

1. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.
2. The prefix 'in-' can mean both 'not' and 'in/into.' In these spellings the prefix 'in-' means 'not.'
3. Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-'
4. The prefix 'sub-' which means under or below.
5. The prefix 'inter-' means between, amongst or during.
7. The suffix '-ation' is added to verbs to form nouns.
8. The suffix '-ation' is added to verbs to form nouns.
9. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'
10. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l'
11. Word with the 'sh' sound spelled ch. These words are French in origin.
13. Adding the suffix '-ion' When the root word ends in 'di' 'de' or 'se' then the suffix '-ion' needs to be '-sion'
14. Adding the suffix '-ous' Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.
15. The suffix '-ous' The final 'e' of the root word must be kept if the sound of 'g' is to be kept.
16. The 'ee' sound spelled with an 'i'
17. The suffix '-ous' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.
19. The 'au' digraph
20. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion'
21. The suffix '-ion' becomes '-sion' when the root word ends in 'ss' or 'mit'

Progression in Writing

22. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs'

23. Adding '-ly' to create adverbs of manner. These adverbs describe how the verb is occurring.

25. Homophones - words which have the same pronunciation but different meanings and/or spellings.

26. The /s/ sound spelled c before 'i' and 'e'.

27. Some words have similar spellings, root words and meanings. We call these word families: 'sol word family' and 'real word family'

28. Some words have similar spellings, root words and meanings. We call these word families: 'phonword family' and 'sign word family'

29. Prefixes - 'super-' 'anti' and 'auto.'

30. The prefix bi- meaning two.

32. Plural possessive apostrophes.

Progression in Writing

Year
5

1. Words ending in '-ious.'
2. Words ending in '-cious.' If the root word ends in -ce the sound is usually spelled '-cious.'
3. Ending '-cial' and '-tial' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
4. Ending '-cial' and '-tial' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
5. Ending '-cial' and '-tial' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.
7. Words ending in '-ant' '-ant' Is used if there is an 'a' or 'ay' sound in the right place.
8. Words ending in '-ance' '-ance' Is used if there is an 'a' or 'ay' sound in the right place.
9. Use -ent and -ence after soft c (/s/ sound), soft g (/j/ sound) and qu. There are many exceptions to this rule.
10. Words ending in '-able' and '-ible.' '-able' is used where there is a related word ending '-ation'
11. Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. '-y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably
13. Words ending in '-able.' If this is being added to a root word ending in -ce or -ge then the e after the c or g is kept otherwise they would be said with their hard sounds as in cap and gap.
14. Adverbs of time (temporal adverbs) these are words to develop chronology in writing.
15. Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the ending is added. If the -fer is not stressed then the r isn't doubled.
16. Words with 'silent' letters at the start.
17. Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
19. Words spelled with 'ie' after c.
20. Words with the 'ee' sound spelled e after c. The 'i before e except after c' rule applies to words where the sound spelled by ee is /e/ However there are exceptions like those in the spellings.

Progression in Writing



21. Words containing the letter string 'ough' where the sound is /aw/.

22. Words containing the letter string 'ough' where the sound is /o/ as in boat or 'ow' as in cow.

23. Adverbs of possibility. These words show the possibility that something has of occurring.

25. These words are homophones or near homophones. They have the same pronunciation but different spellings and/or meanings.

31. Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.

Progression in Writing

Year
6

- Spelling Rules: Words with the short vowel sound /i/ spelled y
- Spelling Rules: Words with the long vowel sound /i/ spelled with a y.
- Spelling Rules: Adding the prefix '-over' to verbs.
- Spelling Rules: Convert nouns or verbs into adjectives using suffix '-ful'
- Spelling Rules: Words which can be nouns and verbs.
- Spelling Rules: Words with an /o/ sound spelled 'ou' or 'ow.'
- Spelling Rules: Words with a 'soft c' spelled /ce/.
- Spelling Rules: Prefix dis, un, over, im. Each have a particular meaning: dis -reverse; un -not; over -above/more; im-opposite
- Spelling Rules: Words with the /f/ sound spelled ph
- Spelling Rules: Words with origins in other countries
- Spelling Rules: Words with unstressed vowel sounds.
- Spelling Rules: Words with endings /shuhl/ after a vowel letter.
- Spelling Rules: Words with endings /shuhl/ after a consonant letter.
- Spelling Rules: Words with the common letter string 'acc' at the beginning of words.
- Spelling Rules: Words ending in '-ably.'
- Spelling Rules: Words ending in '-ible'
- Spelling Rules: Adding the suffix '-ibly' to create an adverb.
- Spelling Rules: Changing '-ent' to '-ence.'

Progression in Writing



- Spelling Rules: -er, -or, -ar at the end of words.
- Spelling Rules: Adverbs synonymous with determination.
- Spelling Rules: Adjectives to describe settings.
- Spelling Rules: Vocabulary to describe feelings.
- Spelling Rules: Adjectives to describe character.