

Withington Primary School English Progression overview EYFS – Year 6 2022 - 2023

WPS English Progression Maps

Writing – Spelling

Phonics & Spelling Rules

letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge dy including some common exception words. Read aloud simple sentences and books that are consistent with their phonic knowledge dy including some common exception words. To recognise words with they represent. To recognise words digraphs which have been taught and the sounds which they represent. To recognise words with their phonic knowledge digraphs which have been taught and the sounds which they represent. To recognise words with their phonic knowledge digraphs which have been taught and the sounds which they represent. To recognise words with agacent consonants. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply 11 spelling rules and guidance*, which includes: the sounds ###, /// sound spelt with 'cio' (e.g. deceive, considerably, and what a spelling rules and guidance*, which includes: the sounds ###, /// sound spelt with 'cio' (e.g. deceive, considerably, considerably, tolerable/ to dorson, discussion, and icious, suspicious). To spell words with a shahun/ sound spelt with a shahun/ sound spelt with a shahun/ sound spelt with 'cio' (e.g. deceive, conceive, percusive) and provided and exceptions; the yold sound spelt with 'cio' or 'e' afte a few and 'e', 'e'g', 'e' y' e', ey, 'e', and 'e' a few and 'e', 'e'g', 'e', ey, 'e', and 'e', e.g. with 'cio' or 'e', e.g. with 'cio' or 'e', e.g. with 'cio' or 'e' afte a few and 'e', 'e'g, 'e', ey,	EYFS	KS1	l			KS2	
Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. To recognise words with their phonic knowledge, including some common exception words. To spell some words in a phonically plausible and to lears some words in a phonically plausible way, see if sometimes incorrect. To apply 11 spelling rules and gludance*, which includes: the sounds filt, //, //, //, // apply 12 spelling rules and gludance*, which includes: the sounds filt, //, //, //, // apply 13 spelling rules and gludance*, which includes: the sounds filt, //, //, //, // and /// spelling rules and gludance*, which includes: the sounds filt, //, //, //, // and /// spelling rules and gludance*, which includes: the sounds filt, //, //, //, // and /// spelling rules and gludance*, which includes: the sounds filt, //, //, //, // and /// spelling rules and gludance*, which includes: the sounds filt, //, //, //, // and /// spelling rules and gludance*, which includes: the sounds filt, //, //, //, // and /// spelling rules and gludance*, which includes: the sounds filt, //, //, //, // and /// spelling rules and gludance*, which includes: the sounds filt, //, //, //, // and /// spelling rules and gludance*, which includes: the sounds filt, //, //, //, // and /// spelling rules and gludance*, which includes: the sounds filt, //, //, //, // and /// spell and // spelling rules and gludance*, which includes: the sounds filt, //, //, //, // and /// spelling rules and gludance*, which includes: the sounds filt /// spelling rules and gludance*, which includes: the sounds filt /// spelling rules and grounds and filt of the sounds which they sound spelt with sound spelt with sound spelt with sound spelt with sounds spelt	ELGs						
letter in the alphabet and the sounds which they most commonly represent. Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, rolling many of their words with they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words digraphs which have been taught and the sounds which they represent. To recognise words the sounds which they represent. To recognise words which they represent. To spell words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance? which includes: the sounds Mf. //l., //s // and //d spent fig. // spent spell tar. // spell words with a // shunh/ sion (if the root word wish, reg. with with end on sound spelt with yn spell words with a shunh/ solom, with slow of with a spent words (e.g. veign. // sound spelt with a // sound spelt with with ord (e.g. veign. with solon (if the void with a // shunh/ spell with with ord (e.g. veign. vicious, considerable, with with end of with a // shunh/ solon, decision, // y1 na position of words (e.g. with end of with a // shunh/ spell with solon (if the void with end of with e		Year 1	Year 2	Year 3	Year 4	Year5	Year 6
think); 'kn' and 'gn' (e.g. knock, gnaw); with a / sh/ sound spelt with a / sh/ sh/ sound spelt with a / sh/ sh/ sound spelt with a / sh/ sh/ sh/ sh/ sh/ sh/ sh/ sh/ sh/ s	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance *, which includes: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and'ck' and exceptions; the /n/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tf/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding -s and -es to words where no singular of verbs); adding the endings —ing, —ed and —er to verbs where no	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes: the /d3/ sound spelt as 'ge' and' dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words(e.g. magic, adjust); the /n/ sound spelt 'wr' (e.g. write, written); the/I/or/al/sound spelt 'wr' (e.g. write, written); the/I/or/al/sound spelt 'ure, writen); the/I/or/al/sound spelt -d (e.g. metal, hospital) or spelt -d (e.g. metal, hospital) or spelt -d (e.g. metal, hospital); the/ai/soundspelt -y (e.g. cry, fly, July); adding—estonouns and verbsending in -y where the 'y' is	To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words(e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, treasure,	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a / shuhn/ sound spelt with 'fion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, politician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g.	To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, infectious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, hought, brought, rough, thought, although, although, although, dough, through, thorough, borough, borough, borough,	To spell words ending in -able and -ably (e.g. adorable/ adorably, applicably, considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. partial, confidential,

frenher, granders); apelling words with the vowel digraph and trigraphin, over train, ports, solid with train ports, solid vot, rand, ports, solid vot, grande, toe, et-e,-te,-e-and u-(e, grande, them, rode voide, toe, grande, them, grande, them							
spelling words with the wowel digraphs and and of life gen min walt, train, point, solly, loy and sy' leg. soll, low eighy, annoy, let. et., et., et., et., et., et., low eighy, annoy, let. et., et., et., et., et., low eight, annoy, let. et., et., et., et., et., low eight, annoy, let. et., et., et., et., et., low eight, annoy, let. et., et., et., et., et., low eight, annoy, let. et., et., et., low eight, annoy, low (e.g. point, forth, low (e.g. point, forth, low (e.g. book, spooth, lo		fracher grandect):	in v/og skiing	/			
spelling words with the wowed digraphs: "and of titing state." "and titing state." "and titing state." "and titing state "and titing sta		rresner, grandest);		, .			
the word digraphs and tripraphs: "a" and o'l (eg. rain), wait, train, point, soll,				furniture,			
and trippents: and trippents:		, •	exceptions to the	picture, nature.			
wall, train, point, sold centifies the wall, train, point, sold train, sold tra		the vowel digraphs	rules;	-			
wat, train, point, soill; of yand of yield, edit, edi		and trigraphs:		auventure).			
wat, train, point, soill; of yand of yield, edit, edi		- 'ai' and 'oi' (e.g. rain,	adding the				
tor, yelloy, annoy): a = b, e + b, e - and end ender (e.g. made): a - b, e - b, e - b, e - and ender			-				
toy, enjoy, annoy); a=e, e, e							
a = e, e, e, e, a or and user (e, e, made, theme, ride, woke, tune). Ser (e, e, may park); Ser (e, e, may, e, week); Ser (e, e, may, e, week); Ser (e, e, gen, grant); Ser (e, e, gen, grant); Ser (e, e, gen, grant); Ser (e, e, gen, gen, gen, gen, gen, gen, gen,							
themse, ride, work tune); 'or (e.g. car, park); 'or (e.g. car, park); 'or (e.g. car, park); 'or (e.g. meant, broad); 'or unstressed schwa sound (e.g. better, under); 'or (e.g. took, good); 'o							
theme, ride, woke, tune); 'ar' (e, car, park); 'e' (e, e, green, weee); 'e' it ce, sa, dream); 'o' it, e, meant, saund (e, e, her, person); 'e' unstressed schwa sound (e, e, heter, under); 'i' (e, g, gri, first, third); 'o' (e, c, tune, church); 'o' (e, c, cad, cach); 'o' (e, c, cod, cach); 'o' (e, c, cod, cach); 'o' (e, c, cod, cach); 'o' (e, c, tune, church); 'o' (e, c, tune,							
cer (e.g. green, week); 'ar (e.g. can, park); 'ce' (e.g. green, week); 'ca' (e.g. soo, dream); 'ea' (e.g. park), first, throng); 'ar (e.g. pinf, first, throng); 'ar (e.g. pinf, first, throng); 'ar (e.g. pond, soon); 'or (e.g. po		u–e (e.g. made,	a consonant				
'ar' (e.g. car, park); 'ee' (e.g. seo, drom); 'ea' (e.g. seo, drom); 'ea' (e.g. meant, bread); 'er' stressed sound (e.g. her, person); 'er' unstessed strews and the stream of the strea		theme, ride, woke,	before (including				
'ar' (e.g. car, park); 'ee' (e.g. seo, drom); 'ea' (e.g. seo, drom); 'ea' (e.g. meant, bread); 'er' stressed sound (e.g. her, person); 'er' unstessed strews and the stream of the strea		tune);	exceptions);				
'ee' (e.g. green, week); 'ea' (e.g. sea, dream); 'ea' (e.g. sea, dream); 'ea' (e.g. sea, dream); 'ea' stressed sound (e.g. her. person); 'ea' murreraned schwa, and en't, ele getter, in third); 'fa' (e.g. girl, fix, third); 'fa' (e.g. food, soon); 'eo' (e.g. town, how); 'we' (e.g. own, show); 'we' (e.g. own, show); 'we' (e.g. twe, result); 'eo' (e.g. cheef field); 'figh' (e.g. rigith, right); 'eo' (e.g. gother, shore); 'eo' (e.g. shore, morning); 'eo' (e.g. gother, shore); 'we' (e.g. gother, shore); 'we' (e.g. gother, shore); 'we' (e.g. gother, shore); 'we' (e.g. gother, shore); 'an' (e.g. bard, ear, sear, sear, sear, ear, sear, ear, sear, ear, sear, ween); 'gar' (e.g. bard, ear, sear, se			' "				
week]; fex (e.g. se, dream); fex (e.g. tex, dream); fex (e.g. tex, person); for instressed schwa sound (e.g. bete, person); for unstressed schwa sound (e.g. bete, person); for (e.g. tex, tex, thurch); for (e.g. tex, tex, thurch); for (e.g. tox, cosh); for (e.g. t			adding _ing _ed				
ear (e.g., sead, dream); ear (exe (e.g., sead, sead); ear stressed sound (e.g., bet, person); ear unstressed sound (e.g., bet, person); ear (e.g., sund, sound); ouf (e.g., sund, sound); ouf (e.g., sund, sound); ouf (e.g., sound, sound); ouf (e.g., road, sound); ouf (e.g., soun, show); ewf (e.g., leu, leu, shield); ewf (e.g., short, morning); ore (e.g., short, shield); ewf (e.g., shield); ewf (
cor (ce.g. meant, bread): er' stressed sound (e.g. ber, person): er' unstressed schwa sound (e.g. betre, cunder): i'r (e.g. ettri, first, thirdi): i'r (e.g. trun, church): i'o (e.g. food, soon): i'o (e.g. food, soon): i'o (e.g. ioud, sound): i'o (e.g. ettri, field): i'r (e.g. ether, field): i'r (e.g. ether, field): i'r (e.g. short, field): i'r (e.g. short, field): i'r (e.g. ether): i'r (e.g. short, field): i'r (e.g. ether): i'r (e.g. ether): i'r (e.g. ether): i'r (e.g. ether): i'r (e.g. itrun, party, family): spelling mew consonants (pit had better (including control of spell ther): i'r (e.g. ether): i'r (e.g. e							
bread]; "er stressed sound (e.g. her, person); "er unstressed schwa sound (e.g. better, under); "ir (e.g. girt, first, third); "or (e.g. turn, church); "oo (e.g. food, soon); "oo (e.g. food, soon); "oo' (e.g. ood, soon); "oo' (e.g.							
'ce' stressed sound (e.g., her, person); 'ce' unstressed skhwa sound (e.g. better, under); 'it' (e.g. gir, first, third); 'oo' (e.g. book, soon); 'oo' (e.g. book, good); 'oo' (e.g. book, good); 'oo' (e.g. book, good); 'oo' (e.g. book, good); 'oo' (e.g. pook, good); 'oo'		'ea' (e.g. meant,	syllable ending in a				
(e.g., her, person); 'e' unstressed schwa sound (e.g. better, under); 'ur' (e.g., girl, first, third); 'or' (e.g., tood, soon); 'oo' (e.g., tood,	,	bread);	single consonant				
(e.g., her, person); 'e' unstressed schwa sound (e.g. better, under); 'ur' (e.g., girl, first, third); 'or' (e.g., tood, soon); 'oo' (e.g., tood,	,	'er' stressed sound					
'er' unstressed schwa sound (e.g. better, under); 'ir' (e.g. girl, first, third); 'or' (e.g. turn, church); 'oo' (e.g. food, soon); 'oo' (e.g. tood, s	,		_				
sound (e.g., better, under); 'ir' (e.g., girf, first, third); 'or' (e.g., tood, soon); 'or' (e.g	,						
under): 'ir' (e.g., girl, first, third): 'ur' (e.g., turn, church): 'oo' (e.g., took, good): 'oo' (e.g., took): 'oo' (e.g., took, good): 'oo' (e.g., took, good): 'oo'	,						
tirid; 'ur' (e.g. turn, church); 'or' (e.g. food, soon); 'or' (e.g. food, soon); 'or' (e.g. food, soon); 'or' (e.g. food, soond); 'or' (e.g. food,	,		exceptions);				
third]: 'ur' (e.g. turn, church); 'oo' (e.g. food, soon); 'oo' (e.g. good, soon); 'oo' (e.g. good, soon); 'oo' (e.g. food, soo	,						
'ur' (e.g. turn, church); 'oo' (e.g. bood, soond); 'oo' (e.g. book, good); 'oo' (e.g. toe, goes); 'oo' (e.g. toe, goes); 'oo' (e.g. brown, down); 'ow' (e.g. trown, show); 'ow' (e.g. town, show); 'ow' (e.g. tokn, show); 'ow		'ir' (e.g. girl, first,	the /ɔ:/ sound (or)				
'ur' (e.g. turn, church); 'o'o' (e.g. book, good); 'o'o' (e.g. book, good); 'o'a' (e.g. toe, goos); 'o'a' (e.g. toe, goos); 'o'a' (e.g. toe, doos); 'o'a' (e.g. troe, soue, down); 'o'w' (e.g. troe, soue, Tuesday); 'u'w' (e.g. true, escue, Tuesday); 'e'w' (e.g. fied, field); 'ig' (e.g. field, field); 'ig' (e.g. brown, soundspelt 'o' after 'w' (e.g. warn, towards); 'squash) 'o'a' (e.g. baro, field); 'ig' (e.g. field, field); 'ig' (e.g. bright, right); 'o'a' (e.g. baror, field, field); 'ig' (e.g. field, field);	,	third);	spelt 'a' before 'l'				
'oo' (e.g. book, good); 'oa' (e.g. road, ccach); 'oa' (e.g. loud, sound); 'oa' (e.g. loud, sound); 'ow' (e.g. bown, show); 'ow' (e.g. strue, rescue, Tuesday); 'ew' (e.g. new, threw); 'ie' (e.g. lie, dried); 'ie' (e.g. chief, field); 'ig' (e.g. chief, field); 'ig' (e.g. chief, field); 'ig' (e.g. short, morrinag); 'or' (e.g. short, morrinag); 'ar' (e.g. patr, haunt); 'ari' (e.g. bair, chair); 'ear' (e.g. beard, near, year); 'ear' (e.g. beard, pear, wear); 'are' (e.g. beard, pear, wear);	,						
of (e.g. book, good); of (e.g. toe, goes); ou' (e.g. toe, rescue, Tuesday); 'u'e' (e.g. true, rescue, Tuesday); 'e' (e.g. tile, frield); 'ie' (e.g. lie, dried); 'ie' (e.g. lie, dried); 'igh' (e.g. bright, right); 'or' (e.g. short, morning); 'or' (e.g. short, morning); 'or' (e.g. short, morning); 'or' (e.g. short, morning); 'a'' (e.g. short, morning); 'a'' (e.g. short, morning); 'a'' (e.g. before, shore); 'a'' (e.g. toe, goes); 'a'' (e.g. toe	,						
'oa' (e.g. road, coach); 'oa' (e.g. loud, sound); 'oa' (e.g. brown, down); 'oa' (e.g. own, show); 'ua' (e.g. true, rescue, Tuesday); 'ew' (e.g. lie, dried); 'ie' (e.g. clief, field); 'ie' (e.g. clief, field); 'igh' (e.g. bright, right); 'oa' (e.g. short, morning); 'oa' (e.g. short, morning); 'oa' (e.g. short, morning); 'aa' (e.g. suntor, haunt); 'aa' (e.g. brown, crawl); 'aa' (e.g. berd, haunt); 'aa' (e.g. beard, near, year); 'ear' (e.g. beard, near, year); 'ear' (e.g. bear, pear, wear); 'aa' (e.g. bear, pear, wear); 'aa' (e.g. bear, pear, wear); 'aa' (e.g. beard, near, year); 'ear' (e.g. beard, near, year'); 'ear' (e.g. beard,			arways,,				
'or' (e.g. toe, goes); 'or' (e.g. brown, down); 'ow' (e.g. own, show); 'ue' (e.g. own, show); 'ue' (e.g. new, threw); 'ie' (e.g. liel, dried); 'ie' (e.g. liel, dried); 'ie' (e.g. liel, field); 'igh' (e.g. bright, 'ight); 'or' (e.g. bright, 'ight); 'or' (e.g. short, morning); 'ore' (e.g. before, shore); 'aw' (e.g. yawn, crawl); 'a'' (e.g. hard, hair, chair); 'ear' (e.g. beard, near, year); 'ear' (e.g. bear, pear, wear); 'are' (e.g. bear, pear, scared); spelling words ending with -y (e.g. funny, papty, family); spelling new consonants' ph' and wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k' sound (e.g. sketch, 'o' (e.g. ther, while); using 'k' for the /k' sound (e.g. sketch, 'o' (e.g. ther, 'o			41 /. /				
'ou' (e.g. loud, sound); 'ow' (e.g. brown, down); 'ow' (e.g. own, show); 'u' (e.g. true, resue, Tuesday); 'ew' (e.g. new, threw); 'le' (e.g. lie, dried); 'le' (e.g. chief, field); 'le' (e.g. chief, field); 'le' (e.g. short, morning); 'or' (e.g. short, morning); 'ore' (e.g. before, shore); 'aw' (e.g. author, haunt); 'a'ir' (e.g. shair, chair); 'ear' (e.g. bare, near, year); 'ear' (e.g. bare, are, scared); 'spelling words ending with —y (e.g. funny, party, family); spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k' sound (e.g. sketch, sound (e							
'ow' (e.g. brown, down); 'ow' (e.g. true, rescue, trues'asy); 'e' (e.g. ew, threw); 'ie' (e.g. hief, fried); 'ie' (e.g. hief, fried); 'igh (e.g. brott, morning); 'ore' (e.g. brort, morning); 'ore' (e.g. ashort, shore); 'aw' (e.g. yawn, crawl); 'a'' (e.g. author, haunt); 'a'' (e.g. hier, chair); 'ear' (e.g. bear, pear, year); 'ear' (e.g. bear, pear, wear); 'spelling words ending with -y (e.g. funny, party, family); spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, seech, search); 'spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, seech) and consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, seech) and consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, seech can be seech the seech consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, seech can be seech can b							
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down); 'ow' (eg. own, show); 'ue' (eg. true, rescue, Tuesday); 'ew' (e.g. new, threw); 'ie' (e.g. lie, dried); 'igh' (e.g. bright, right); 'or' (eg. short, morning); 'ore' (eg. before, shore); 'aw' (e.g. yawn, crawl); 'au' (e.g. author, haunt); 'al' (e.g. beard, near, year); 'ear' (e.g. beard, near, wear); 'are' (e.g. bear, ear, scared); spelling words ending with —y (e.g. funny, party, family); spelling new consonants' ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g., sketch, the /s/sound spelt 'ar' after 'w' le.g. word, work, worm; the /s/sound spelt 'ar' after 'w' (e.g. word, work, worm); the /s/sound spelt 'ar' after 'w' (e.g. warn, towards); the /s/sound spelt 'ar' after 'w' (e.g. warn, towards); the /s/sound spelt 's' (e.g. television, usual).		'ow' (e.g. brown,					
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Common Exception Words

EYFS	KS1		KS2			
ELGs	Year 1	Year 2	Year 3	Year 4	Year5	Year 6
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To spell alY1 common exception words correctly. * Tospell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spellall of the Y3 and Y4 statutory spelling words correctly.	Tospell many of the Y5 and Y6 statutory spelling words correctly.	Tospellallofthe Y5and Y6 statutory spelling words correctly.

Prefixes & Suffixes

		Prefixes	& Suffixes			
EYFS	K	S1		K	S2	
ELGs	Year 1	Year 2	Year 3	Year 4	Year5	Year 6
	To use-sand-es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes —ing, —ed, —er and —est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To add suffixes to spell most words correctly in their writing, e.g. —ment, —ness, —ful, —less, —ly.	To spell most words with the prefixes dis-, mis-, bi-, re- and decorrectly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a doded suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning	To correctly spell most wordswith the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non-(e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with thesuffix- ation(e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	To use their knowledge of adjectives ending in -antto spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitancy, tolerant, tolerance, substance). Touse their knowledge of adjectives ending in -ent to spell nouns ending in-ence/ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, independent). To spell words by adding suffixes beginning with vowel letters to words ending in-fer (e.g. referring, referred, referred, transferring, transferred, referee, preference, transference).

Further Spelling Conventions

EYFS	K	S1		KS2				
ELGs	Year 1	Year 2	Year 3	Year 4	Year5	Year 6		
	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 write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multisyllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	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, meaning or both of these 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, reenter, co-operate, co-own). To use a knowledge of 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		

Writing composition

Planning, Writing & Editing

EYFS	K	51		K	52	
ELGs	Voor 1	Voor 2	Voor 2	Voor 4	VoorE	Voor 6
	Teal 1	Teal 2	real 5	Teal 4	Teals	real o
Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be ready by others.	Tosayoutloud whatthey are goingtowrite about. To compose a sentence orally beforewritingit. Tosequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To re-read their writing to check that it makes sense and to independently begintomake changes. Toread their writing aloud clearly enough to be heard by their peers and the teacher.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by	To begin to use ideas from their own reading and modelled examples to plan their writing. To proof read their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue), progressively building a varied and richvocabulary and an increasingrange of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for	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. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors.
	To use adjectives to describe.	evaluating their writing with the teacher and other pupils. To rereadto check that their writing makes sense and that the correct tense is used throughout. Topoofreadto check for errors inspelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).		cohesion	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	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.

Aware of Audience, Purpose & Structure

EYFS	K:	S1	KS2			
ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories;	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.	To write for different purposes with an awareness of an increased amount of fiction and nonfiction structures. 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	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to 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.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific 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.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, 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.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on 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 modal verbs to suggest degrees of possibility).

Writing composition - Vocabulary, Grammar & Punctuation

Sentence Construction & Tense

EYFS	K	S1	KS2			
ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write simple phrases and sentences that can be ready by others.	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement To use 'a' or 'an' correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	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.

Use of Phrases & Clauses

EYFS	K	S1	KS2			
ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To using co- ordination (or/and/but). To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	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. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	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. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	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). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice To use question tags in informal writing.

Punctuation

EYFS	KS	51	KS2			
ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas	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. To consistently use apostrophes for singular and plural possession	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	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

Use of Terminology

EYFS	K:	S1	KS2			
ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	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.	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).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points