

Curriculum Progression Map – Writing



	EYFS 40-60 months Early learning goals	Year 1	Year 2
Phonics and spelling rules	<p>To continue a rhyming string. To hear and say the initial sounds in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonics knowledge to write words in ways which match their spoken sounds.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonetically plausible way, even if sometime incorrect.</p> <p>To apply year 1 spelling rules and guidance which includes;</p>	<p>To segment spoken words into phonemes and to represent these graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spelling are already known and to learn some words with each spelling, including some common homophones e.g. bare/bear, blue/blew, night/knight.</p> <p>To apply further year 2 spelling rules and guidance which includes: The /dʒ/ sound spelt as 'ge' and 'dge' e.g. fudge, huge or spelt as 'g' or 'j' elsewhere in words e.g. magic, adjust.</p> <p>The /n/ sound spelt 'kn' and 'gn' e.g. knock, gnaw.</p> <p>The /r/ sound spelt 'wr' e.g. write, written.</p>

		<p>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.</p> <p>Dividing words into syllables e.g. rabbit, carrot.</p> <p>The /tʃ/ sound is usually spelt as 'tch' and exceptions.</p> <p>The /v/ sound at the end of words where the letter 'e' usually needs to be added e.g. have, live.</p> <p>Adding -s and -es to words plural of nouns and the third person singular of verbs.</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word e.g. buzzer, jumping.</p> <p>Adding -er and -est to adjectives where no change is needed to the root word e.g. fresher, grandest.</p> <p>Spelling words with the vowel diagraphs and trigraphs.</p> <p>'ai' and 'oi' e.g. rain, wait, train, point, soil.</p>	<p>The /l/ or /əl/ sound spelt -el e.g. camel, tunnel or spelt -al e.g. metal, hospital or spelt -il e.g. fossil, nostril.</p> <p>The /aɪ/ sound spelt -y e.g. cry, fly, July.</p> <p>Adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es e.g. flies, tries, carries.</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y e.g. skiing, replied and exceptions to the rules.</p> <p>Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions).</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions).</p> <p>The /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' e.g. ball, always.</p> <p>The /ʌ/ sound spelt 'o' e.g. other, mother, brother.</p> <p>The /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s e.g. donkeys, monkeys.</p>
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		<p>'oy' and 'ay' e.g. day, toy, enjoy, annoy.</p> <p>a-e, e-e, i-e, o-e and u-e e.g. made, theme, ride, woke, tune.</p> <p>'ar' e.g. car park 'ee' e.g. green, week. 'ea' e.g. sea, dream. 'ea' e.g. bread, meant. 'er' stressed sound e.g. her, person 'er' unstressed schwa sound e.g. better, under.</p> <p>'ir' e.g. girl, first, third. 'ur' e.g. turn, church. 'oo' e.g. food, soon. 'oo' e.g. book, good. 'oa' e.g. road, coach. 'oe' e.g. toe, goes. 'ou' e.g. loud, sound. 'ow' e.g. brown, down. 'ow' e.g. own, show. 'ue' e.g. true, rescue, Tuesday. 'ew' e.g. new, threw. 'ie' e.g. lie, dried. 'ie' e.g. chief, field. 'igh' e.g. bright, right. 'or' e.g. short, morning. 'ore' e.g. before, shore. 'aw' e.g. yawn, crawl. 'au' e.g. author, haunt. 'air' e.g. hair, chair.</p>	<p>The /ɒ/ sound spelt 'or' after 'w' e.g. word, work, worm.</p> <p>The /ɔ:/ sound spelt 'ar' after 'w' e.g. warm, towards.</p> <p>The /ʒ/ sound spelt 's' e.g. television, usual.</p>
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		<p>'ear' e.g. beard, near, year. 'ear' e.g. bear, pear, wear. 'are' e.g. bare, dare, scared.</p> <p>Spelling words ending with –y e.g. funny, party, family.</p> <p>Spelling new consonants 'ph' and 'wh' e.g. dolphin, alphabet, wheel, while.</p> <p>Using 'k' for the /k/ sound e.g. sketch, kit, skin.</p>	
Common exception	To write some irregular common words.	<p>To spell all year 1 common exception words correctly.</p> <p>To spell days of the week correctly.</p>	To spell most year 1 and year 2 common exception words correctly.
Prefixes and suffixes		<p>To use –s and –es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>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.</p>	To add suffixes to spell most words correctly in their writing e.g. –ment, -ness, -ful, -less, -ly.
Further spelling conventions		<p>To spell simple compound words e.g. dustbin, football.</p> <p>To read words that they have spelt.</p>	To spell more words with contracted forms e.g. can't, didn't, hasn't, couldn't, it's, I'll.

		<p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>To learn the possessive singular apostrophe e.g. the girl's book.</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>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 multi-syllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings)</p>
<p>Letter formation, placement and positioning</p>	<p>To give meanings to marks they make as they draw, write and paint.</p> <p>To use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To show a preference for a dominant hand.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To begin to form recognisable letters.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place and 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</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 reflect the size of the letters.</p>

	<p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p>	<p>that are formed in similar ways and to practise these.</p>	
<p>Planning, writing and editing</p>	<p>To link statements and sticks to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</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 write narratives about personal experiences and those of others (real and fictional)</p> <p>To write about real events.</p> <p>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 writing by</p>

	<p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation e.g. to check that the ends of sentences are punctuated correctly.</p>
Awareness of audience, purpose and structure	<p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</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.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>
Sentence construction and tense	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events</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>

	that have happened or are to happen in the future.		To use some features of written standard English.
Use of phrases and clauses		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.
Punctuation		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.
Use of terminology		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.

ENGLISH		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Reception	The Rainbow Fish Elmer Mixed Non-fiction texts on colours Nursery Rhymes	How to Catch a Star Emily Brown and the Thing Non-fiction texts: Religious Celebrations Safety Posters Seasonal Poetry	Supertato Superworm Non-fiction texts: People who help us	Oliver's Vegetables The Little Gardener The Hungry Caterpillar Non-fiction texts: Plants and Growing Rhyming Poetry	Whatever Next Flotsam Non-fiction texts: Homes around the world	Little Red Riding Hood Little Red and the Very Hungry Lion Lost and Found The Three Little Pigs
	Year 1	Meerkat Mail Non-fiction: Meerkat fact files Poetry Focus: African Poetry	The Owl who was Afraid of the Dark The Snowman Firework Poem – James Carter	Jessica Strange Funny Bones Poetry Focus – Shape Poems	The Lion Inside The Koala Who Could The Secret Sky Garden When I Grow Up Non-fiction planting instructions	The Great Explorer Non-fiction: Christopher Columbus texts	Dear Dinosaur How to look after your dinosaur Non-fiction: Dinosaur fact files
Year 2	Handa's Surprise Lila and the Secret of Rain	Vlad and the Great Fire of London	Traction Man Vlad and the Florence	The Mousehole Cat	Tuesday Bob, The Man on the Moon	The Lonely Beast Beegu	

		<p>Non-fiction: African animal fact file</p> <p>Poetry: Repetitive refrain rain poems</p>		<p>Nightingale Adventure</p> <p>Non-fiction: letter writing linked to Florence Nightingale</p> <p>Non-fiction: instruction writing</p>	<p>The Owl and the Pussycat (Poetry)</p>	<p>Non-fiction: instruction writing</p> <p>Non-fiction: Neil Armstrong's journey to the moon</p>	
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