



Abbey Primary School: Writing Progression Grid

This grid is cumulative. Children should demonstrate the key features of previous year groups in their writing, in addition to new content taught.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<u>Writing 25-30 months</u> Grasps a mark making implement and creates a forwards, backwards or circular movement. Uses hand and arm actions to rotate and turn. <u>Writing 31-36 months</u> Makes marks in different media using hands or mark making tools. Uses pincer grip in play to hold small objects, cards. <u>Writing 37-42 months</u> Mark making shows variation in shape and form. <u>Writing 43-48 months</u> Recognises and writes some letters from their own name. <u>Writing 49-54 months</u> Uses groups of letters or letter-like shapes when writing. Some familiar letters are beginning to be formed correctly. <u>Writing 55-60 months</u> Segments CVC words and uses appropriate letters that are recognisable to represent sounds in their writing. <u>Writing ELG</u> Write recognisable letters, most of which are correctly formed.	To sit correctly at a table, hold a pencil comfortably and correctly, using a tripod grip. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. To write (pre-cursively) in lower-case in the correct direction, starting and finishing on the line with a good level of consistency. To form capital letters, correctly orientated and starting/ finishing in the right place with a good level of consistency. To form digits 0-9 correctly.	To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. To cursively form lower case letters of the correct size, relative to one another, in preparation for joining. To begin to develop the diagonal and horizontal strokes in preparation for joining letters. To use spacing between words that reflects the size of the letters. To write capital letters (knowing these are not joined) and digits of the correct size, orientation and relationship to one another and to lower case letters.	To develop and use a neat, joined handwriting style. To continue to practise the formation of diagonal and horizontal joins and recognise when each is used. To recognise which letters are best left un-joined (e.g. capital letters and others identified in teaching).	To improve the speed, legibility, consistency and quality of joined handwriting. To confidently use diagonal and horizontal joining strokes in independent writing to increase fluency. To space lines of writing sufficiently so that the ascenders and descenders of letters do not touch. To form the downward strokes of letters so that they are parallel and equidistant.	To write neatly, legibly and fluently. To increase the speed of handwriting so that fluency enables ideas to be effectively captured. To show understanding about which standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	To write neatly, legibly, fluently and with increasing speed. To consciously differentiate handwriting standard according to task e.g. note-making versus best-writing. To recognise when to use an un-joined 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).

Handwriting families - organised according to formation

	Printed - EYFS and Year 1
c family	c o a d g q s f e
l family	l i t u j y
r family	r b n h m k p
v family	v w x z

	Year 2 - cursive (not joined)	Year 3 to Year 6 (joined)
c family	c o a d g q s f e	c o a d g q s f e
l family	l i t u j y	l i t u j y
r family	r b n h m k p	r b n h m k p
v family	v w x z	v w x z

Diagonal joins (the most common letter join - formed from the baseline)	used to join: a, b, c, d, e, h, i, k, l, m, n, p, q, s, t, u, x, z	to these letters: b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	and to these tricky letters (where the letter is formed in an anticlockwise movement): a, c, d, g, o, q, s
Horizontal joins (formed from the top of the letter)	used to join: o, r, v, w	to these letters: b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	and to these tricky letters (where the letter is formed in an anticlockwise movement): a, c, d, g, o, q, s
Descender joins (formed from the loop of a descender)	used to join: f, g, j, y	to these letters: b, e, f, h, i, j, k, l, m, n, p, r, t, u, v, w, x, y, z	and to these tricky letters (where the letter is formed in an anticlockwise movement): a, c, d, g, o, q, s

Punctuation

(Previous years' punctuation should continue to be revised and used).

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Writing 55-60 months</u> Independently chooses to write for different purposes, initially articulating their thoughts through the spoken word. <u>Writing 61-66 months</u> Some common irregular words. Writes simple phrases and sentences which can be read by themselves and others, with some words spelt correctly using appropriate strategies such as phonics and common exception words. <u>Writing ELG</u> sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	To write sentences starting with a capital letter and ending with a full stop. To use capital letters for the names of people, places, the days of the week (proper nouns) and the personal pronoun 'I'. To separate words with finger spaces. To recognise exclamations and use exclamation marks. To ask questions and use question marks.	To write correctly punctuated exclamations and questions. To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. To use commas to separate items in a list. To begin to use commas to separate clauses in a sentence (e.g. before conjunctions in a sentence). To use apostrophes of omission for contractions. To use possessive apostrophes for regular singular nouns.	To use commas to separate clauses in a sentence (e.g. before conjunctions in a sentence). To introduce inverted commas to identify direct speech in a sentence. To use a comma after a <u>fronted</u> adverbial.	To use inverted commas and other punctuation to indicate direct speech (including a comma after the reporting clause and end punctuation within inverted commas). To use a comma after a <u>fronted</u> adverbial. To use possessive apostrophes for regular singular and plural nouns e.g. the girl's name (singular) the girls' names (plural).	To use brackets, commas or dashes for parenthesis. To use commas to clarify meaning or avoid ambiguity.	To use a semi-colon or a dash to mark the boundary between independent clauses. To use a colon to introduce a list and use of semi-colons within lists. To use bullet points for a list (ensuring consistency in punctuation). To use hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark).

		Children should be able to identify all word classes within a sentence at the appropriate level						
Grammar	Word Classes		 To introduce, identify, use and understand the function of verbs, nouns and adjectives.	 To continue to recognise and use verbs, nouns and adjectives.  Introduce adverbs and determiners.	 To continue to recognise and use verbs, nouns, adjectives, adverbs and determiners.  Introduce pronouns, prepositions synonyms and antonyms.	 To continue to recognise and use verbs, nouns, adjectives, adverbs, determiners, pronouns and prepositions, synonyms and antonyms.  Introduce possessive pronouns (such as hers, theirs, the boy's, my, mine etc.).	 To continue to recognise and use verbs, nouns, adjectives, adverbs, determiners, pronouns (including possessive), prepositions synonyms and antonyms.  Introduce modal verbs, relative pronouns.	 To continue to recognise and use verbs, nouns, adjectives, adverbs, determiners, pronouns (including possessive), prepositions synonyms, antonyms, modal verbs and relative pronouns.  Introduce passive and active verbs and subjunctives.
	Sentence Level Grammar	Speaking 25-30 months Frequently uses short, simple sentences in everyday communications. Speaking 31-36 months Linking four/five words together and starting to refer to things in the past. Speaking 37-42 months Able to tell their own short story or anecdote. Speaking 43-48 months Describe events that have already happened although tenses may not be accurate. Make plans and describe them to others. Speaking 49-54 months Sometimes uses past, present and future tenses appropriately in speech. Asks questions about events that have happened or are to happen in the future, exploring new vocabulary linked to these events. Speaking 55-60 months Expresses themselves using extended language drawing on new vocabulary. In sentences, connectives are also beginning to be used such as 'because,' 'or,' and 'and.' Speaking 61-66 months Expresses themselves effectively, using full sentences using past and present tenses.	 To use adjectives to create simple noun phrases (e.g. <i>The hissing cat</i> or <i>A green train</i>).  To introduce conjunction as a joining word.  To join words and clauses using the conjunction 'and'.	To understand and use "a" (preceding a consonant) and "an" (before a vowel or a word beginning with "h").  To use expanded noun phrases for description and specification (for example, the blue butterfly, some plain flour, a grey horse)  To recognise and use the grammatical patterns of a: - Statement - to convey a fact, opinion or idea in a sentence that ends with a full stop. - Question - to write a sentence ending with a question mark. - Exclamation - to write a sentence ending with an exclamation mark - Command - to use the imperative form of a verb: <i>give, take</i> etc.	To remember to use "a" (preceding a consonant) and "an" (before a vowel or a word beginning with "h").  To understand that pronouns can be used instead of nouns to avoid repetition.  To understand that fronted adverbials are words or phrases that tell us <u>how</u> , <u>when</u> , <u>where</u> or <u>why</u> something happens. (To describe the action that follows).  To join sentences with a <u>wider range</u> of co-ordinating conjunctions such as: <i>and, but, or, so, for, nor, yet</i> : <i>E.g. The boy ate his dinner quickly, so he could go out to play.</i>	 To vary the use of nouns and pronouns appropriately for clarity, cohesion and to avoid repetition.  To understand and use further prepositions: <i>at, since, towards, beneath, beyond</i>  To understand and use possessive pronouns: <i>yours, mine, theirs, ours, hers, his, its</i>  To use fronted adverbials to describe <u>how</u> , <u>when</u> , <u>where</u> or <u>why</u> something happens. (To describe the action that follows).  To understand and use noun phrases that are expanded	 To understand and use relative pronouns: <i>who, which, that, who, whose</i>  To understand and indicate degrees of possibility using modal verbs such as: <i>might, should will, must etc.</i>  To further develop the range of conjunctions used. E.g. <i>currently, ultimately, simultaneously, concurrently, meanwhile, subsequently, formerly, previously, consequently, nevertheless, despite, accordingly, furthermore, on the other hand.</i>  To further develop the range of conjunctions used. E.g. <i>currently, ultimately, simultaneously, concurrently, meanwhile, subsequently, formerly, previously, consequently, nevertheless, despite, accordingly, furthermore, on the other hand.</i>	 To indicate degrees of possibility using a wider range of modal verbs such as: <i>might, should will, must, perhaps, must, should, could, maybe, occasionally</i> etc.  To further develop the range of conjunctions used. E.g. <i>currently, ultimately, simultaneously, concurrently, meanwhile, subsequently, formerly, previously, consequently, nevertheless, despite, accordingly, furthermore, on the other hand.</i>  To understand the difference between passive and active voice.

		Demonstrates a developing use of connectives, drawing on modelled examples from teaching when talking about their experiences. In different play situations such as story telling and role play, children develop their own narratives and explanations. More complex language structures are used to connect ideas or events, using new vocabulary accurately and in context. Speaking ELG Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations, for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. Writing 61-66 months Writes simple phrases and sentences which can be read by themselves and others, with some words spelt correctly using appropriate strategies such as phonics and common exception words. Writing ELG 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 read by others.		 To use a range of time conjunctions in writing such as: <i>first, then, next, after, afterwards, before, suddenly, soon, later, finally, in the end.</i>  To join two sentences to create a compound sentence using the coordinating conjunctions: <i>so, and, or, but</i> E.g. <u>The man walked his dog, and it started to rain.</u>  To write a complex sentence using subordinating conjunctions to add extra information: <i>when, if, that, because</i> E.g. <u>I stroked the cat <u>that</u> lived further up the street.</u>  To recognise and write in present progressive (continuous) tense: "to be" + "-ing" I am playing He/she is playing  To recognise and write in past progressive (continuous) tense: She <u>was running</u> in the playground.  To recognise and write consistently in simple present tense, showing subject-verb agreement: E.g. <u>I like</u> (NOT <u>I likes</u>)	 To construct sentences using a wider range of subordinating conjunctions, to add extra information, such as: <i>if, since, although, when, as, while, after, before, until, because.</i> E.g. <u>We go out to play, although it is raining.</u>  To express time, place and cause using: - Conjunctions: <i>when, before, after, while, so, because of, finally</i> - Adverbs: <i>then, next, soon, therefore, since, even though</i> - Prepositions: <i>before, after, during, in, because of</i>  To recognise and write using the present perfect form of verbs: "has/have" + past participle: <i>She <u>has gone</u> to the shops, instead of: She <u>went</u> to the shops. (Present perfect form always contains have or has.)</i>  To identify informal and formal language in speech and writing.	 To extend or join sentences using a wide range of co-ordinating conjunctions: <i>and, but, or, so, for, nor, yet</i> E.g. <u>The boy ate his dinner quickly, so he could go out to play.</u>  To add extra information to sentences using a wide range of subordinating conjunctions: <i>if, since, although, when, as, while, after, before, until, because.</i> E.g. <u>We went out to play, although it was raining.</u>  To further develop the range of conjunctions used. E.g. <i>whilst, eventually, after a while, earlier, meanwhile, during, currently, as a result, due to, in order, although, in conclusion, for example, nevertheless.</i>  To understand and use - past perfect continuous tense: 'had' + past participle + 'ing' Steven had been running	 To include relative clauses to add detail that begin with: <i>who, which, where, when, whose, that etc.</i>  To link ideas across paragraphs using adverbials of time.  To use a range of informal and formal language in speech and writing.	 To formalise writing through use of the passive voice. - Active voice: I broke the window in the greenhouse. - Passive voice: The window in the greenhouse was broken. To identify and use the subjunctive form for formal writing: <i>If I <u>were</u> you...</i>  To use a range of informal and formal language in speech and writing.
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				<i>he/she likes (NOT he/she like)</i>  To identify the difference between informal and formal language in speech and writing.		 To identify and use informal and formal language in speech and writing.		
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Sentence Structure
(Bold statements are broken down into suggested small steps)

To understand what a word is. To understand what a sentence is (a unit of sense). To compose simple sentences orally and in writing. Writing 61-66 months Writes simple phrases and sentences which can be read by themselves and others, with some words spelt correctly using appropriate strategies such as phonics and common exception words. Writing ELG 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 read by others.	To understand what a simple sentence is. - Identify simple sentences when reading and writing. - Write simple sentences. To change a simple sentence into a compound sentence by adding the conjunction 'and'.	To understand the difference between a simple sentence and a compound sentence. - Identify simple sentences and compound sentences when reading and writing. - Change simple sentences into compound sentences by adding conjunctions. To use some subordination within writing using the words <i>when</i>, <i>if</i> and <i>that</i> to add extra information to sentences.	To begin to understand what a complex sentence is. - Understand what a main clause is. - Identify main clauses within a complex sentence. - Identify subordinate clauses in the final position. - Add modelled subordinate clauses in final position to main clauses to make complex sentences. - Use a wider range of subordinating conjunctions to create complex sentences.	To understand the difference between simple, compound and complex sentences. - Identify the 3 types of sentences in reading and writing. - Sort and categorise the 3 types of sentences. - Identify the components of the different sentences (see previous years). To understand how to embed a subordinate clause <u>in the middle of a complex sentence</u>. To understand how to use a subordinate clause <u>at the beginning of a complex sentence</u>. - Explore moving the subordinate clause around to the 3 different positions (beginning, middle and end) in a complex sentence.	To use subordinate clauses in the beginning, embedded and final positions within a complex sentence. To explore writing sentences using brackets, dashes and commas for parenthesis. To understand how to use relative clauses (starting with the relative pronouns: <i>who</i>, <i>which</i>, <i>when</i>, <i>that</i>, <i>whose</i>, <i>whom</i>). - Explore relative clauses in the middle and at the end of a complex sentences. To begin to use a variety of lengths of sentences for effect For example: - Short sentences for tension and suspense - Questions for suspense. - One word sentences - Rhetorical questions - Power of 3 (e.g. Shaking, sweating and panting, he ran from the dark figure that chased him.)	To use subordinate/relative clauses in various positions within a complex sentence. - Experiment with changing the order of clauses in a sentence for effect. - Vary use of 3 types of complex sentences. - Write sentences with more than one subordinate clause. To use a variety of lengths of sentences for effect. For example: - Short sentences for tension and suspense - Questions for suspense. - One word sentences - Rhetorical questions - Power of 3 (e.g. Shaking, sweating and panting, he ran from the dark figure that chased him.) To write sentences using the subjunctive mood. - Use the structure of the subjunctive mood within formal writing. (If I were... Were we to... If it were possible...)
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YFVS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing 37-42 months Mark making shows variation in shape and form. Engages in mark making in their play. Writing 43-48 months Recognises and writes some letters from their own name. Engages in making messages for others from their pictures, painting and in their play. Writing 49-54 months Uses groups of letters or letter-like shapes when writing. Some familiar letters are beginning to be formed correctly. Ascribes meaning to the 'other' marks they make. Writing 55-60 months Segments CVC words and uses appropriate letters that are recognisable to represent sounds in their writing. Independently chooses to write for different purposes, initially articulating their thoughts through the spoken word. Writing 61-66 months Uses their phonic knowledge to write words in ways which match their spoken sounds. Writes some common irregular words. Writes simple phrases and sentences which can be read by themselves and others, with some words spelt correctly using appropriate strategies such as phonics and common exception words. Writing ELG 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 read by others. Creating with materials 49-54 months Introduces a simple storyline into their play.	To plan writing by: - Verbally retelling/ drawing events/ideas. - Identifying key words and new vocabulary To orally rehearse a sentence before writing. To sequence sentences to form short narratives or recounts, including non-fiction. To re-read own sentence/s to check it makes sense. To edit sentence/s to correct simple errors. To share what has been written with the teacher or other pupils, with a view to improve it. To read own writing aloud and clearly enough to be heard by peers and the teacher. To produce a final draft of a piece of writing.	To plan writing by: - Verbally retelling/ drawing events/ideas. - Identifying key words and new vocabulary To orally rehearse sentences before writing. To sequence sentences to form narratives or recounts. To edit, add to and correct simple errors in writing by: - Peer discussion and marking - Re-reading to check that it makes sense - Proof-reading for spelling, grammar and punctuation. To read own writing aloud and clearly enough to be heard by peers and the teacher. Through reading and writing, identify narrative written in the past and present tense. To produce a final draft of a piece of writing.	To plan settings, characters and plot in fictional narratives drawing on reading and modelled examples. To plan non-fiction using simple organisational devices in work drawing on reading and modelled examples.  To organise and plan paragraphs around a theme (e.g. build up, main events, resolution). To compose and rehearse sentences orally (including dialogue). To proofread work for errors in spelling, punctuation, vocabulary and grammar. To edit work, learning from the effectiveness of own and others' writing to make improvements. To read own writing to a partner, group or class demonstrating confidence and appropriate volume. To produce a final draft of a piece of writing.	To plan and develop settings, characters and plot in fictional narratives, and non-fiction (using a wider range of organisational devices) drawing on reading and modelled examples, adapting form and style to show awareness of audience.  To organise paragraphs around a theme, linking them when appropriate. To continue to compose and rehearse sentences orally (including dialogue). To proofread work; checking for errors in spelling, punctuation, vocabulary and grammar. To edit writing, learning from the effectiveness of own and others' writing and making improvements. To read own writing to a partner, group or class using appropriate intonation/volume to make the meaning clear. To produce a final draft of a piece of writing.	To plan all writing (drawing on modelled examples) by identifying the purpose and target audience; selecting the appropriate form/register, noting initial ideas using reading/ research and consider how an author has developed characters and settings. To describe settings, characters and atmosphere, and use dialogue to convey character and advance the action. To use other devices in non-fiction (e.g. headings, bullet points and diagrams) to organise and present writing. To change paragraph cohesively, accurately and consistently.  To proofread work; checking for errors in spelling, punctuation, grammar (including tense), vocabulary and for repetition or irrelevant details. To edit own and others' writing; learning from high quality examples; making improvements to sentence structure, grammar, vocabulary and formality/register. To confidently read/perform own writing to a partner, group or class using appropriate intonation/volume to make the meaning clear.	To plan all writing (drawing on modelled examples) by identifying the purpose and target audience; selecting the appropriate form/register, noting initial ideas using reading/ research and consider how a range of authors have developed characters and settings. To describe settings, characters and atmosphere, and use dialogue to convey character and advance the action. To use other devices in non-fiction (e.g. headings, bullet points and diagrams) to organise and present writing.  To change paragraph cohesively, accurately and consistently. To establish and maintain a clear purpose and choose relevant content to inform/engage the reader. To proofread work; checking for errors in spelling, punctuation, grammar (including tense), vocabulary, and for repetition or irrelevant details. To edit own and others' writing; learning from high quality examples; making improvements to sentence structure, grammar, vocabulary and formality/register.

	<u>Being Imaginative & Expressive</u> <u>ELG:</u> Invent, adapt and recount narratives and stories with peers and their teacher.					To expertly read/perform own compositions using appropriate intonation, volume and movement so that meaning is clear. To summarise longer passages.
When reading and composing writing, the following literary devices should be identified and taught, where appropriate:						
	 To recognise when sentences rhyme and complete a rhyming string/sentence.  To recognise and use alliteration sentences.  To recognise and use onomatopoeia.  To use repetition for effect.  To recognise and use similes. <td> As detailed in KS1, and:  To recognise and use metaphors.  To recognise and use pathetic fallacy. </td> <td> As detail in KS1, LKS2, and:  To recognise and use puns.  To recognise and use personification. </td>	As detailed in KS1, and:  To recognise and use metaphors.  To recognise and use pathetic fallacy.	As detail in KS1, LKS2, and:  To recognise and use puns.  To recognise and use personification.			

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6 (Greater focus on NC words, homophones and revision of previously taught patterns and rules)
		In each year group, pupils will be taught to divide the words they are spelling into phonemes (sounds) and syllables.						
Spelling	Phonics	Words with single phonemes - a, n, t, s, i, d, m, p, g, o, c, k, e, u, r, h, b, f, l, j, v, w, x, y, z Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'. Words with the digraph ch, sh, th, ee, ng, ai, or, oa, oo, ar, ow, er, ur, oi. Words with the trigraph igh, air, ear. 43-48 months Recognises and writes some letters from their own name. 55-60 months Segments CVC words and uses appropriate letters that are recognisable to represent sounds in their writing. 61-66 months Uses their phonic knowledge to write words in ways which match their spoken sounds. Writes some common irregular words.	Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'. Words with the digraph 'ar', 'ee', 'ir', 'ur', 'ph', 'wh', 'ue', 'ew', 'or', 'ai', 'oi', 'ay' and 'oy'. Words with the trigraph 'tch'. Words with the trigraph 'are' making the /air/ sound. Words with the split digraphs 'a_e', 'e_e', 'i_e', 'o_e' and 'u_e'. Words where the digraph 'ea' makes an /ee/ sound or an /e/ sound. Words with the /k/ and /nk/ sound.	Words where 'dge', 'ge' and 'g' makes a /j/ sound Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Words where 'wr' makes a /r/ sound at the beginning of words Words ending in 'le', 'el', 'al' and 'il'. Words where 'y' makes an /igh/ sound	Words where 'ou' makes a /u/ sound Words where 'y' makes an /i/ sound Words ending in '-sure' and '-ture' Words where the 'ai' sound is spelt 'ei' or 'eigh'. Words where 'ey' makes an /ai/ sound Words ending in 'al' and 'le' Words where 'ch' makes a /k/ sound Words where 'que' makes a /k/ sound and 'gue' makes a /g/ sound.	Words where 'ch' makes a /sh/ sound, 'i' makes an /ee/ sound, 'au' makes an /or/ sound. Words where 'ei' makes an /ee/ sound Words containing the 'ough' letter string (making multiple sounds) in words such as: tough, thought, thorough, cough, plough, though.	Words spelled with 'ie' after c Words where 'ei' makes an /ee/ sound Words containing the 'ough' letter string (making multiple sounds) in words such as: tough, thought, thorough, cough, plough, though.	Words with the short vowel sound /i/ spelled 'y' Words with the long vowel sound /igh/ spelled 'y' Words with an /oa/ sound spelled 'ou' or 'ow' Words with a 'soft c' spelled 'ce' Words with a /f/ sound spelled 'ph' Words with unstressed vowel sounds

		Writes simple phrases and sentences which can be read by themselves and others, with some words spelt correctly using appropriate strategies such as phonics and common exception words. ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Words where the digraph 'oo' makes an /oo/ sound or an /u/ sound. Words where the digraphs 'oa' and 'oe' make an /oa/ sound. Words where the digraph 'ou' makes an /ow/ sound. Words where the digraph 'ow' makes an /ow/ or /oa/ sound. Words ending in 'y' making an /ee/ sound. Words with 've' making a /v/ sound. Words where 'ie' makes an /igh/ sound. Words where 'ie' makes an /ee/ sound. Words with the trigraph 'igh', 'ore', 'air' and 'ear'. Words where 'aw' and 'au' make an /or/ sound. Words where the trigraphs 'air' and 'ear' make an /air/ sound. Words using 'k' for the /k/ sound (rather than c before e, i and y). Compound words. Words where the digraph 'er' is stressed and unstressed	Words where 'a' makes an /or/ sound Words where 'o' makes an /u/ sound Words where 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound Words where the sound /or/ is spelt 'ar'. Words where 's' makes an /z/ sound Words where /or/ sound is spelt 'a' before 'l' or 'll'.	Words where 'sc' makes a /s/ sound		
Pre-fixes			Adding the prefix 'un- '.		Words with the prefix 're-', 'dis-' and 'mis-'	Words with the prefix 'in-', 'il-', 'im-', 'ir-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' and 'bi-'	Words with the prefixes 'dis-', 'un-', 'over-' and 'im-' Words beginning with 'acc'

	Suffixes		Adding '-s' and '-es' to make plurals Adding the suffixes '-ing', '-ed' and '-er' (to verbs). Adding the suffixes '-er' and '-est' (to adjectives).	Adding '-es' to nouns and verbs ending in 'y'. Adding 'ed', 'ing', 'er' and 'est' are added to root words ending in 'y' (consonant before it). Adding '-ing', '-er', '-est', '-y' and '-ed' to root words ending in 'e' (with a consonant before it). Adding '-ing', '-ed', '-er', '-est' and '-y' to single syllable words ending in a single consonant letter. Words ending in '-ment', '-ness', '-ful', '-less' and '-ly' Words ending in '-tion'.	Words where '-ing' and '-ed' are added to multisyllabic words. Words where '-ing', '-en' and '-ed' are added to multisyllabic words. Adding the suffix '-ly': - when the root word ends in '-le' - when the words do not follow the spelling patterns Adding '-ally' when the root word ends in '-ic' Words ending in the suffix '-sion'.	Words ending in the suffix '-ation' and '-sion' to turn verbs into nouns. Words ending in '-ly' to turn adjectives to adverbs. Words ending in '-tion', '-cian', '-ssion' and '-sion'. Words ending in the suffix '-ous', '-ious' and 'eous'.	Words ending in '-tious' and '-cious' Words ending in /shul' spelled. '-cial' and '-tial' Words ending in '-ant', '-ance' and '-ancy' Words ending in '-ent', '-ence' and '-ency' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Adding suffixes to words ending in 'fer' where the syllable is stressed or unstressed.	Words with the suffix '-ful' Words ending in /shul' spelled. '-cial' and '-tial' Words ending in '-able' and '-ible' Words ending in '-ably' and '-ibly' Words ending in '-ent', '-ence' and '-ency' Words ending in '-er', '-or' and '-ar'
	National Curriculum		Y1 National Curriculum Words	Y2 National Curriculum Words	Y3/4 National Curriculum Words	Y3/4 National Curriculum Words	Y5/6 National Curriculum Words	Y5/6 National Curriculum Words