



## **Progression EYFS to Year 6**

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic &	Listen carefully to	Words containing	Segmenting spoken	Spell further	Spell further	Spell some	Spell some
Whole word	rhymes and	each of the 40+	words into	homophones	homophones	words with	words with
spelling	songs, paying	phonemes taught	phonemes and			'silent' letters	'silent' letters
	attention to how		representing these	Spell words that	Spell words that		
	they sound	Common exception	by graphemes,	are often misspelt	are often	Continue to	Continue to
	Spell words by	words	spelling many		misspelt	distinguish	distinguish
	identifying the		correctly			between	between
	sounds and then	The days of the				homophones	homophones
	writing the sound	week	Learning new ways			and other	and other
	with letter/s		of spelling			words which	words which
	Write short	Name the letters of	phonemes for			are often	are often
	sentences with	the alphabet in	which 1 or more			confused	confused
	words with	order	spellings are				
	known sound-		already known, and			Use knowledge	Use knowledge
	letter	Using letter names	learn some words			of morphology	of morphology
	correspondences	to distinguish	with each spelling,			and etymology	and etymology
		between	including a few			in spelling and	in spelling and
		alternative	common			understand that	understand that
		spellings of the	homophones			the spelling of	the spelling of
		same sound				some words	some words
			Learning to spell			needs to be	needs to be
			common exception			learnt	learnt
			words			specifically	specifically
			Distinguishing				
			between				





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				homophones and							
				near-homophones							
Oth	ner word	To learn the	Using the spelling	Learning the	Use further	Use further	Use further	Use further			
bui	lding	initial red words	rule for adding –s	possessive	prefixes and	prefixes and	prefixes and	prefixes and			
spe	elling		or –es as the plural	apostrophe	suffixes and	suffixes and	suffixes and	suffixes and			
-	_		marker for nouns	(singular)	understand how to	understand	understand the	understand the			
			and the third	, ,	add them	how to add	guidance for	guidance for			
			person singular	Learning to spell		them	adding them	adding them			
			marker for verbs	more words with	Place the		use dictionaries				
				contracted forms	possessive	Place the	to check the	Use dictionaries			
			Using the prefix		apostrophe	possessive	spelling and	to check the			
			un-	Add suffixes to	accurately in	apostrophe	meaning of	spelling and			
				spell longer words,	words with regular	accurately in	words	meaning of			
			Using –ing, –ed, –er	including –ment, –	plurals and in	words with		word			
			and –est where no	ness,	words with	regular plurals	Use the first 3				
			change is needed in	–ful, –less, –ly	irregular plurals	and in words	or 4 letters of a	Use the first 3			
			the spelling of root	, , ,		with irregular	word to check	or 4 letters of a			
			words	Apply spelling rules	Use the first 2 or 3	plurals	spelling,	word to check			
			apply simple	and guidelines	letters of a word to		meaning or	spelling,			
			spelling rules	from Appendix 1 of	check its spelling in	Use the first 2	both of these in	meaning or			
				NC	a dictionary	or 3 letters of a	a dictionary	both of these in			
					,	word to check	,	a dictionary			
						its spelling in a		,			
						dictionary					





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Transcription	Hold and write a	Write from	Write from	Write from	Write from		
	sentence using	memory simple	memory simple	memory simple	memory simple		
	phonics and red	sentences dictated	sentences dictated	sentences,	sentences,		
	words taught so	by the teacher that	by the teacher that	dictated by the	dictated by the		
	far	include words using	include words using	teacher, that	teacher, that		
		the common	the GPCs, common	include words and	include words		
		exception words	exception words	punctuation	and		
		taught so far.	and punctuation	taught so far.	punctuation		
			taught so far.		taught so far.		
Handwriting	Develop their	Sit correctly at a	Form lower-case	Use the diagonal	Use the	Choosing which	Choosing which
	small motor skills	table, holding a	letters of the	and horizontal	diagonal and	shape of a	shape of a
	so that they can	pencil comfortably	correct size relative	strokes that are	horizontal	letter to use	letter to use
	use a range of	and correctly	to one another	needed to join	strokes that are	when given	when given
	tools			letters and	needed to join	choices and	choices and
	competently,	Begin to form	Start using some of	understand which	letters and	deciding	deciding
	safely and	lower-case letters	the diagonal and	letters, when	understand	whether or not	whether or not
	confidently	in the correct	horizontal strokes	adjacent to one	which letters,	to join specific	to join specific
		direction, starting	needed to join	another, are best	when adjacent	letters	letters
	Use their core	and finishing in the	letters and	left unjoined	to one another,	choosing the	choosing the
	muscle strength	right place	understand which		are best left	writing	writing
	to achieve a good	Form capital letters	letters, when	Increase the	unjoined	implement that	implement that
	posture when		adjacent to one	legibility,		is best suited	is best suited
	sitting at a table	Form digits 0-9	another, are best	consistency and	Increase the	for a task	for a task
	or sitting on the		left unjoined	quality of their	legibility,		
	floor	Understand which		handwriting	consistency and		
		letters belong to	Write capital		quality of their		
	Develop the	which handwriting	letters and digits of		handwriting		
	foundations of a	'families' and to	the correct size,				
	handwriting style	practise these	orientation and				





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	which is fast,	relationship to one				
	accurate and	another and to				
	efficient	lower-case letters				
	Farm lawar agas	llee engeine				
	Form lower-case	Use spacing				
	and capital letters	between words				
	correctly.	that reflects the				
		size of the letters.	5			
Contexts for		Writing narratives	Discussing writing	Discussing	Identifying the	Identifying the
Writing	sentences	about personal	similar to that	writing similar	audience for	audience for
		experiences and	which they are	to that which	and purpose of	and purpose of
		those of others	planning to write	they are	the writing,	the writing,
		(real and fictional)	in order to	planning to	selecting the	selecting the
			understand and	write in order	appropriate	appropriate
		Writing about real	learn from its	to understand	form and using	form and using
		events	structure,	and learn from	other similar	other similar
			vocabulary and	its structure,	writing as	writing as
		Writing poetry	grammar	vocabulary and	models for their	models for their
				grammar	own	own
		Writing for				
		different purposes			In writing	In writing
					narratives,	narratives,
					considering	considering
					how authors	how authors
					have developed	have developed
					characters and	characters and
					settings	settings in what
						pupils have
						read, listened





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						In what pupils have read, listened to or seen performed	to or seen performed
Planning Writing	Articulate their ideas and thoughts in well-formed sentences  Connect one idea or action to another using a range of connectives  Describe events in some detail	Saying out loud what they are going to write about composing a sentence orally before writing it	Planning or saying out loud what they are going to write about	Discussing and recording ideas  Composing and rehearsing sentences orally (including dialogue), progressively  Building a varied and rich vocabulary and an increasing range of sentence structures	Discussing and recording ideas  Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Noting and developing initial ideas, drawing on reading and research where necessary	Noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing		Sequencing sentences to form short narratives  Re-reading what they have written to check that it makes sense	Writing down ideas and/or key words, including new vocabulary  Encapsulating what they want to say, sentence by sentence	Organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using	Organising paragraphs around a theme in narratives, creating settings, characters and plot	Selecting appropriate grammar and vocabulary, understanding how such choices can change and	Selecting appropriate grammar and vocabulary, understanding how such choices can change and





C of E Primary simple enhance enhance In non-narrative organisational material, using meaning meaning simple devices (headings & subheadings) organisational In narratives, In narratives, devices describing describing settings, settings, characters and characters and atmosphere atmosphere and integrating and integrating dialogue to dialogue to convey convey character and character and advance the advance the action action précising longer précising longer passages passages Using a wide Using a wide range of devices range of devices to build to build cohesion within cohesion within and across and across paragraphs paragraphs using further organisational Using further and organisational and presentational devices to presentational devices to structure text structure text





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J 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1						and to guide the reader	and to guide the reader
Editing Writing	Re-read what they have written to check that it makes sense	Discuss what they have written with the teacher or other pupils	Evaluating their writing with the teacher and other pupils  Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation	Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proofread for spelling and punctuation errors	Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proofread for spelling and punctuation errors	Assessing the effectiveness of their own and others' writing  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing  Ensuring correct subject	Assessing the effectiveness of their own and others' writing  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing  Ensuring correct subject





of E Primary	 				OorErminary	
					and verb	and verb
					agreement	agreement
					when using	when using
					singular and	singular and
					plural,	plural,
					distinguishing	distinguishing
					between the	between the
					language of	language of
					speech and	speech and
					writing and	writing and
					choosing the	choosing the
					appropriate	appropriate
					register	register
					proofread for	
					spelling and	Proofread for
					punctuation	spelling and
					errors	punctuation
						errors
Performing	Read their writing	Read aloud what	Read their own	Read their own	Perform their	Perform their
Writing	aloud clearly	they have written	writing aloud, to a	writing aloud,	own	own
	enough to be heard	with appropriate	group or the whole	to a group or	compositions,	compositions,
	by their peers and	intonation to make	class, using	the whole class,	using	using
	the teacher.	the meaning clear	appropriate	using	appropriate	appropriate
			intonation and	appropriate	intonation,	intonation,
			controlling the	intonation and	volume, and	volume, and
			tone and volume	controlling the	movement so	movement so
			so that the	tone and	that meaning is	that meaning is
			meaning is clear.	volume so that	clear.	clear.





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					the meaning is clear.		
Vocabulary	Learn new	Leaving spaces	Expanded noun	Extending the	Extending the	Use a thesaurus	Use a thesaurus
	vocabulary	between words	phrases to describe	range of sentences	range of	using expanded	using expanded
		joining words and	and specify	with more than	sentences with	noun phrases to	noun phrases to
	Use new	joining clauses		one clause by	more than one	convey	convey
	vocabulary	using "and"		using a wider	clause by using	complicated	complicated
	through the day			range of	a wider range	information	information
				conjunctions,	of conjunctions,	concisely	concisely
	Use new			including when, if,	including when,		
	vocabulary in			because, although	if, because,	Using modal	Using modal
	different contexts				although	verbs or	verbs or
				Choosing nouns or		adverbs to	adverbs to
	Listen to and talk			pronouns	Choosing nouns	indicate	indicate
	about selected			appropriately for	or pronouns	degrees of	degrees of
	non-fiction to			clarity and	appropriately	possibility	possibility
	develop a deep			cohesion and to	for clarity and		
	familiarity with			avoid repetition	cohesion and to		
	new knowledge				avoid repetition		
	and vocabulary			Using			
				conjunctions,			
				adverbs and			
				prepositions to			
				express time and			
				cause (and place)			





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Grammar	Articulate their	Regular plural noun	Sentences with	Using the present	Using fronted	Using the	Recognising
	ideas and	suffixes (-s, -es)	different forms:	perfect form of	adverbials	perfect form of	vocabulary and
	thoughts in well-		statement,	verbs in contrast	difference	verbs to mark	structures that
	formed sentences	Verb suffixes where	question,	to the past tense	between plural	relationships of	are appropriate
		root word is	exclamation,	form nouns using	and possesive –	time and cause	for formal
		unchanged (-ing, -	command	prefixes (super-,	S		speech and
		ed, -er)	the present and	anti-)		Using relative	writing,
			past tenses		Standard	clauses	including
		Un- prefix to	correctly and	Use the correct	English verb	beginning with	subjunctive
		change meaning of	consistently	form of 'a' or 'an'	inflections (I did	who, which,	forms
		adjectives/adverbs	including the		vs I done)	where, when,	
		to combine words	progressive form	Word families		whose, that or	Using passive
		to make sentences,	subordination	based on common	Extended noun	with an implied	verbs to affect
		including using and	(using when, if,	words (solve,	phrases,	(ie omitted)	the
			that, or because)	solution, dissolve,	including with	relative	presentation of
		Sequencing	and co-ordination	insoluble)	prepositions	pronoun	information in a
		sentences to form	(using or, and, or				sentence
		short narratives	but)		Appropriate	Converting	
					choice of	nouns or	Using the
		Separation of	Some features of		pronoun or	adjectives into	perfect form of
		words with spaces	written Stndard		noun to create	verbs	verbs to mark
			English		cohesion	verb prefixes	relationships of
		Sentence	suffixes to form			Devices to build	time and cause
		demarcation (.!?)	new words (-ful, -			cohesion,	Differences in
		capital letters for	er, -ness)			including	informal and
		names and				adverbials of	formal language
		pronoun 'I')	Sentence			time, place	synonyms &
			demaracation			and number	Antonyms
			commas in lists				further
							cohesive





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			apostrophes for ommission & singular posession				devices such as grammatical connections and adverbials use of ellipsis
Punctuation	Write short sentences using a capital letter and full stop	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Using and punctuating direct speech (i.e. Inverted commas)	Using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas)	Using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis	Using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses  Using a colon to introduce a list punctuating bullet points consistently





## Milton Ernest

C of E Primary

Grammatical	Letter, capital	letter, capital	noun, noun phrase,	adverb,	determiner,	modal verb,	subject, object,
Terminology	letter, word,	letter, word,	statement,	preposition	pronoun,	relative	active, passive,
	sentence, full	singular, plural,	question,	conjunction, word	possessive	pronoun,	synonym,
	stop	sentence	exclamation,	family, prefix,	pronoun,	relative clause,	antonym,
		punctuation, full	command,	clause,	adverbial	parenthesis,	ellipsis, hyphen,
		stop, question	compound,	subordinate		bracket, dash,	colon, semi-
		mark, exclamation	adjective, verb,	clause, direct		cohesion,	colon, bullet
		mark	suffix , adverb	speech, consonant,		ambiguity	points
			tense (past,	consonant letter			
			present),	vowel, vowel			
			apostrophe,	letter, inverted			
			comma	commas (or			
				'speech marks')			