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### Progression EYFS to Year 6

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

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



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



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

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				simple organisational devices (headings & subheadings)	In non-narrative material, using simple organisational devices	enhance meaning  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages  Using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text	enhance meaning  In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages  Using a wide range of devices to build cohesion within and across paragraphs  Using further organisational and presentational devices to structure text
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						and to guide the reader	and to guide the reader
<b>Editing Writing</b>	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

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

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

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

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