

St Mary's Catholic Primary English Writing and Reading Progression



"I am the way, the truth and the life."

(John 14:6)

We place our children at the heart of all we do,
inspired by the love, life and teachings of Jesus.

We aim to:

Nurture, Prepare, Support, Enable

Intent

At St Mary's, our aim is that all our children will become knowledgeable and confident readers and writers who have a life-long love of reading, an inspired imagination and a creative passion for writing.

We will achieve this ambitious goal through our daily English teaching, which:

- Promotes a positive and curious attitude towards all aspects of English.
- Fosters a love of language and an understanding of the power of story.
- Creates an exciting and enticing reading environment that inspires a life-long enjoyment of reading.
- Develops a deep understanding and ability to use the technical grammatical features of writing.
- Uses real-life, inspiring and exciting stimuli for writing.
- Utilises talk, discussion and the sharing of ideas as a platform to deepen understanding and stimulate creativity.
- Provides children with an ever-growing, wide and rich vocabulary, enabling them to bring greater meaning to their work and to use in their writing across the curriculum.
- Gives repeated opportunities to read, understand and write a range of texts, covering a wide variety of genres.
- Ensures children are given access to a wide variety of both classic and contemporary authors and poets.
- Provides all the literary skills and knowledge needed to access all aspects of the primary curriculum.
- Emphasises phonics as the basis of reading and develops a strong phonic awareness in our children.
- Seeks to enable each child to fulfil their full potential as readers and writers through access to the whole English Curriculum.

EYFS- KS2 Writing and Reading Progression

	EYFS 30-50 months 40-60 months ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Rules	<p>To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together. To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic 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 and 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 phonically plausible way.</p> <p>To apply Y1 spelling rules and guidance (refer to NC spelling appendix for detailed list.)</p>	<p>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.</p> <p>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 as in bare/bear, blue/ blew, night/knight.</p> <p>To apply further Y2 spelling rules and guidance (refer to NC spelling appendix for detailed list.)</p>	<p>To spell words with 'ei', 'eight', or 'ey' as in vein, weigh, eight, neighbour, they, obey.</p> <p>To spell words with 'y' in a position other than at the end of words as in mystery, gym.</p> <p>To spell words with 'ch' as in scheme, chorus, chemist, echo, character.</p> <p>To spell words ending in 'gue' and 'que' as in league, tongue, antique, unique.</p> <p>To spell words with 'ch' as in chef, chalet, machine, brochure.</p> <p>To spell words with 'ou' as in young, touch, double, trouble, country.</p> <p>To spell words with 'sure' as in measure, treasure, pleasure, enclosure and 'ture' as in creature, furniture, picture, nature, adventure.</p>	<p>To spell words with 'sion' as in division, invasion, confusion, decision, collision, television.</p> <p>To spell words with 'ssion' as in expression, discussion, confession, permission, admission.</p> <p>To spell words with 'tion' as in invention, injection, action, hesitation, completion.</p> <p>To spell words with 'cian' as in musician, electrician, magician, politician, mathematician.</p> <p>To spell words with 'sc' as in science, scene, discipline, fascinate, crescent.</p>	<p>To spell words with - cious as in vicious, precious, conscious, delicious, malicious, suspicious.</p> <p>To spell words with - tious or -ious as in ambitious, cautious, fictitious, infectious, nutritious.</p> <p>To spell words with 'silent' letters as in doubt, island, lamb, solemn, thistle, knight.</p> <p>To spell words containing the letter string 'ough' as in ought, bought, thought, nought, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough.</p>	<p>To spell words ending in - able and - ably as in adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/tolerably.</p> <p>To spell words ending in - ible and - ibly as in possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/ incredibly, sensible/sensibly.</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' as in deceive, conceive, receive, perceive, ceiling and exceptions as in protein, caffeine, seize.</p> <p>To spell words with endings using 'cial' as in official, special, artificial and using 'tial' as in partial, confidential, essential.</p>
Common Exception Words	To write some common irregular words.	<p>To spell all Y1 common exception words correctly (refer to NC spelling appendix for detailed list.)</p> <p>To spell days of the week correctly.</p>	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling 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</p>	<p>To add suffixes to spell most words correctly in their writing as in -ment, -ness, -ful, -less, -ly</p>	<p>To spell words with the prefixes dis-, mis-, bi-, re and de- as in disobey, mistreat, bicycle, reapply, defuse.</p> <p>To spell 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.</p>	<p>To correctly spell words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- as in incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercency, exchange, nonsense.</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate as in activate, motivate communicate.</p> <p>To convert nouns or adjectives into verbs using the suffix -ise as in criticise, advertise, capitalise.</p>	<p>To use knowledge of adjectives ending in -ant to spell nouns ending in - ance/- ancy as in observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance.</p> <p>To use knowledge of adjectives ending in -ent to spell nouns ending in -</p>

		of the root words as in helped, quickest.		To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable) as in limiting, offering and words with more than one syllable (stressed last syllable as in forgotten, beginning).	To form nouns with the suffix -ation as in information, adoration, sensation, preparation, admiration. To spell words with the suffix -ous as in joyous, fabulous, mysterious, rigorous, famous, advantageous.	To convert nouns or adjectives into verbs using the suffix -ify as in signify, falsify, glorify. To convert nouns or adjectives into verbs using the suffix -en as in blacken, brighten, flatten.	ence/-ency as in innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent. To spell words by adding suffixes beginning with vowel letters to words ending in -fer as in referring, referred, referral. To apply the spelling patterns and rules learnt in KS1 and KS2.
Further Spelling Conventions		To spell simple compound words as in 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, as in can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe as in the girl's book. To write, from memory, simple sentences dictated 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 single syllable and multisyllabic words. To self-correct misspellings of words that pupils have been taught to spell.	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 dictionary.	To spell words that use possessive apostrophe with plural words, including irregular plurals as in girls', boys', babies', children's, men's mice's To use spelling knowledge to use a dictionary more efficiently.	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy as in practice/ practise, licence/license, advice/advise). To spell words that contain hyphens as in coordinate, re-enter, co-operate, coown. To use 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.	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.

<p>Letter Formation, Placement and Positioning</p>	<p>To give meaning to marks as they draw and paint.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use onehanded tools and equipment, e.g. scissors and hold a pencil near point between first two fingers and thumb with good control.</p> <p>To copy some letters, e.g. letters from their name.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place 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 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 reflects the size of the letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant; those lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> -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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	<p>To give meaning to marks they make as they draw, write and paint showing a preference for a dominant hand.</p> <p>To begin to use and form some clearly identifiable letters to communicate meaning and begin to use anticlockwise movement and retrace vertical lines.</p> <p>To write simple sentences which can be read by themselves and others.</p>	<p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>					
Joining Letters			<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left un-joined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an un-joined style (e.g. for labelling a diagram or data, writing an email address for algebra) and capital letters (e.g. for filling in a form).</p>
Planning, Writing and Editing	<p>To orally retell a simple past event connecting ideas, explaining what is happening and anticipating what might happen next.</p> <p>To engage in role play based on first hand experiences and with toys.</p> <p>To use talk to sequence thinking, ideas, feelings and events.</p> <p>To introduce a storyline into their play, playing as part of a group to develop and act out a narrative.</p> <p>To write own name, labels and captions and attempt to write short sentences in meaningful contexts.</p> <p>To develop own narratives connecting ideas or events and writing simple sentences which can be read by themselves and others.</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 others.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</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>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 evaluating their writing with others.</p> <p>To reread writing for sense and that the correct tense is used throughout.</p> <p>To proofread for errors in spelling, grammar and punctuation.</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>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.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>

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<p>Awareness of Audience, Purpose and Structure</p>	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <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>	<p>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.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in nonfiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non- fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</p> <p>To write a range of narratives that are well structured and well- paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>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.</p>	<p>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.</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>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.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>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).</p>
<p>Sentence Construction and Tense</p>	<p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen, give explanations and ask questions, e.g. who, what, when, how.</p> <p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <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 that have</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> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately ,e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use arrange of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should ,might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>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.</p>

	happened or are to happen in the future.						
Use of Phrases and Clauses	To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').	To use the 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 wider range of conjunctions, including when, if, because and although.	To use subordinate clauses, extending the range of sentences with more than one clause by using wider range of conjunctions, which are sometimes in varied positions within sentences.	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 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.
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.	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	To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	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, vowel 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, semi- colon and bullet points.

