



Year 1							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transcription	Spelling	<p>Spell words containing previous and new sounds taught.</p>	<p>Stage 3A consolidate Oi, ear, air, ure, er, ar, or, ur</p> <p>Consolidate previous CEX words.</p> <p>Assess Stage 3A</p>	<p>Teach Stage 4A i (child) i_e ie, y (spy) o_e, ow (snow) y (happy) Oe, o (piano) y (happy) ey (key)</p> <p>Teach CEX words: some, one, said, come, do, so were, when, have, there, out, like, little, what</p>	<p>Teach Stage 4B ue (statue + blue) Ew (news + screw) Er (herbs), ir, ou (cloud) oy</p> <p>Teach CEX words: Mr, Mrs, looked, called, asked, could, water, where</p>	<p>Consolidate previous stages taught and opportunities for assessment.</p>	<p>Teach Stage 5A /or/ as in door and daughter</p> <p>Teach CEX words: once, please</p> <p>Assess Stage 5A</p> <p>Stage 5A consolidate based on outcomes of assessment</p> <p>Teach Stage 5B /s/ (celery) /j/ (giraffe) /e/ (bread) /s/ (house)</p> <p>Teach CEX words: Oh, their, people</p>
		<p>Stage 2B recap ch, sh, th, ng, ai, ee, igh, oa, oo, oo</p> <p>Teach CEX words: He, she, we, me, be, was, my, you, her, they, all, are</p>	<p>Teach Stage 3B Wh, ph, ay, a_e a (acorn) e_e, ie (chief), ea</p> <p>Teach CEX words: Little, what, some, one, said, come, do, so, were, when, have, there, out, like</p>	<p>Assess Stage 4A</p> <p>Stage 4A consolidate based on outcomes of assessment.</p>	<p>Assess Stage 4B</p> <p>Stage 4B consolidate based on outcomes of assessment</p>	<p>Teach Stage 5A ou (shoulder) + ou (soup) oul (should) a (father) al (palm) ear (pearl) or (world) eer (deer) are (square) ear (bear) /or/ as in ball /or/ as in four and core</p> <p>Teach CEX words: thought, through, many, laughed, because, any, eyes, friends,</p>	<p>Teach Stage 5B /s/ (fence) /k/ (school) /sh/ (chef) /j/ (bridge) /j/ (package) /uh/ (mother)</p> <p>Teach CEX words: Mr, Mrs, looked, called, asked, could, water, where</p>
		<p>Stage 3A teach Ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Teach CEX words: Some, one, said, come, do, so, were, when, have, there, out, like</p>	<p>Assess Stage 3B</p> <p>Stage 3B consolidate based on outcomes of assessment.</p>	<p>Teach Stage 4B U (unicorn), u (push) u_e (cube + flute)</p> <p>Teach CEX words: oh, their, people</p>	<p>Teach Stage 5A au, aw</p> <p>Teach CEX words: Who, again</p>		<p>Stage 5B consolidation</p> <p>Assess Stage 5B</p>
		<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>					



Y1 and Y2 Termly Writing Progression in Transcription, Grammar and Composition

	Handwriting	Begin to form printed letters	Begin to form digits 0-9	Begin to form capital letters			Opportunity for consolidation
		Leave spaces between words	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Leave spaces between words	Leave spaces between words	
		Begin to form lower-case letters in the correct direction, starting and finishing in the right place		Leave spaces between words			
Composition	Contexts for writing						
	Planning writing	Begin to say out loud what they want to write about, making simple pictorial or written records where appropriate					
	Drafting writing	Compose a sentence orally before writing it. Write a sentence or sequence of sentences for a given purpose (e.g. narrative).					
	Revise	Write sentences that they can read back themselves and check that these make sense.					
	Editing & evaluating writing	Check for correct spelling of words and sentence punctuation with capital letters and full stops.					
	Perform and present	Read their writing aloud, clearly enough to be heard by other children and the teacher.					
Grammar		To independently leave spaces between words	To independently leave spaces between words	To independently leave spaces between words			
		Recognise capital letters and full stops when reading and name them correctly					Through reading and writing to reinforce knowledge of the term sentence



Y1 and Y2 Termly Writing Progression in Transcription, Grammar and Composition

		Begin to use the term sentence			To use the term sentence appropriately		
		Know that a line of writing is not necessarily a sentence					
		Begin to use full stops to demarcate sentences	To use full stops to demarcate sentences	To continue demarcating sentences when writing, ending a sentence with a full stop	To continue demarcating sentences when writing, ending a sentence with a full stop	To continue demarcating sentences when writing, ending a sentence with a full stop	To continue demarcating sentences when writing, ending a sentence with a full stop
		To use a capital letter for the start of a sentence	To use a capital letter for the personal pronoun 'I' and the start of a sentence	To use capital letters for the personal pronoun I, for names and for the start of a sentence	To use capital letters for the personal pronoun I, for names and for the start of a sentence	To use capital letters for the personal pronoun I, for names and for the start of a sentence	To use capital letters for the personal pronoun I, for names and for the start of a sentence
			To join words using 'and'	To join words using 'and'	To join words and join sentences using 'and'		
			To identify sentences within text i.e. those demarcated by capital letters and full stops	Recognise full stops and capital letters when reading and understand how they affect the way a passage is read	Recognise full stops and capital letters when reading and understand how they affect the way a passage is read		
					To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week	To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week	To recognise other common uses of capitalisation e.g. for personal titles, headings, book titles, emphasis, days of the week
				To add question marks to questions	To add question marks to questions	To add question marks to questions	To add question marks to questions



Year 2								
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Transcription	Spelling	Spell words containing previous and new sounds taught. Stage 5A/B recap phonemes	Consolidate Stage 6B based on assessment outcomes	RWI Consolidate Units based on outcomes of assessments. Y2A Unit 6: The n sound spelt kn and gn	RWI Consolidate Units based on outcomes of assessments. Y2A Special focus 5: Contractions and apostrophes.	RWI Consolidate Units based on outcomes of assessments. Y2B Unit 1: The r sound spelt wr.	RWI Y2B Unit 5: The ee sound spelt ey. Unit 1-5 assessment	
		Stage 6A /ul/ (bottle) /t/ + /d/ (mixed/drilled) /m/ (comb) /n/ (knot) /n/ (sign) /r/ (writing) /ch/ (hatching) /zh/ (treasure/television/ collage) Teach CEX words: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where Assess Stage 6A Consolidate Stage 6A based on assessment outcomes	RWI Y2A Unit 1: The or sound spelt a before l and ll. Y2A Unit 2: Soft c. Y2A Special focus 1: Red words. Y2A Unit 3: Adding the suffix -y (1). 2A Unit 4: Adding the suffix -y (2). Y2A Special focus 2: Homophones.	Y2A Special focus 3: Red words. Y2A Unit 7: The igh sound spelt y. Y2A Unit 8: Adding the suffix -ing (1). Y2A Special focus 4: Homophones. Y2A Unit 9: Adding the suffix -ing (2). Y2A Unit 10: The j sound. Unit 6-10 assessment	Y2A Unit 11: The o sound spelt a after w and qu. Y2A Unit 12: Adding the suffix -ed (1). Y2A Special focus 6: The u sound spelt o, and the or sound spelt ar after w. Y2A Unit 13: Adding the suffix -ed (2). Y2A Unit 14: Adding the suffix -ed (3). Y2A Special focus 7: Possessive apostrophes Unit 11-14 assessment	Y2B Unit 2: Adding the suffixes -er or -est (1). Y2B Special focus 1: Red words. Y2B Unit 3: Adding the suffixes -er or -est (2) Y2B Unit 4: Adding the suffixes -er or -est (3) Y2B Special focus 2: Homophones.	Consolidate Units based on outcomes of assessments. Y2B Unit 6: Adding the suffix -ness (1). Y2B Special focus 3: Words ending in -il and words where s makes the zh sound. Y2B Unit 7: Adding the suffix -ness (2). Y2B Unit 8: Words ending in -le. Y2B Special focus 4: Homophones. Y2B Unit 9: Words ending in -el. Y2B Unit 10: Words ending in -al. Y2B Special focus 5: The ir sound spelt or after w. Unit 6-10 assessment	
		Teach Stage 6B /ch+u/ as in picture, /i/ as in pyramid /s/ as in scissors and whistle /o/ as in watch, /sh/ as in station /sh/ as in musician and percussion Consolidate ture, y, sc, st Consolidate (w)a, ti, ci, ssi Assess Stage 6B	Y2A Unit 5: Adding the suffix -ly Unit 1-5 assessment					
		write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.						



Y1 and Y2 Termly Writing Progression in Transcription, Grammar and Composition

	Handwriting	Consolidate formation of printed letters and digits 0-9.		Consolidate formation of printed letters, digits and capital letters	Form lower case letters of the correct size relative to one another.		Form all letters of the alphabet correctly, including capitals
		Letter families		Write capital letters of the correct size, orientation and relationship to one another and to lower case letters	Use space in between words that reflects the size of the letters.		Write digits of the correct size orientation and relationship to one another. Write capital letters of the correct size, orientation and relationship to one another and to lower case letters
Composition	Contexts for writing						
	Planning writing	Write down or say what they want to write about before beginning, including ideas and new vocabulary.					
	Drafting writing	Explain, one sentence at a time, what they want to write. Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry. Write longer sequences of sentences about personal experiences and those of others					
	Revise	Re read to check that writing makes sense and fits the purpose intended. Check correct and consistent verb tense and forms (singular/plural).					
	Editing & evaluating writing	Check for spelling and punctuation with capital letters, full stops and other punctuation.					
	Perform and present	Read their writing aloud clearly, audibly and with appropriate intonation to make the meaning clear					
Grammar		To use capital letters for the opening of sentences, proper nouns and the personal pronoun I.	To use capital letters for the opening of sentences, proper nouns and the personal pronoun I.	To use capital letters for the opening of sentences, proper nouns and the personal pronoun I.		Consolidate and embed.	
		To demarcate sentences with full stops.	To demarcate sentences with full stops and questions with question marks.	To demarcate sentences with full stops and	To demarcate sentences, questions and exclamations with		



Y1 and Y2 Termly Writing Progression in Transcription, Grammar and Composition

				questions with question marks.	full stops, question marks and exclamation marks.		
		To know what an adjective is To identify adjectives within sentences. To use adjectives accurately within sentences.	To use adjectives to write expanded noun phrases for description.	The use adjectives to write expanded noun phrases for description. To use commas to separate items (adjectives) in a list	The use adjectives to write expanded noun phrases for description. To use commas to separate items (adjectives) in a list		
			To use co-ordinating conjunction 'and' to join sentences	To use co-ordinating conjunctions 'and,' 'but' to join sentences.	To use co-ordinating conjunctions 'and,' 'but' 'or' to join sentences.		
				To use subordinating conjunction 'because' to join sentences.	To use subordinating conjunctions 'because,' 'when' to join sentences.		
		To recognise and write statements.	To recognise and write statements and commands. To recognise and write questions.	To recognise and write statements and questions. To recognise and write commands.	To recognise and write statements, questions, exclamations and commands.		
				Use verbs accurately within sentences (correct subject verb agreement)	To use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting).		



Y1 and Y2 Termly Writing Progression in Transcription, Grammar and Composition

			To use correct choice and consistent use of present and past tense throughout writing	To use correct choice and consistent use of present and past tense throughout writing			
				To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.		