



Year 1							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transcription	Spelling	Spell words containing previous and new sounds taught.	Stage 3A consolidate Oi, ear, air, ure, er, ar, or, ur Consolidate previous CEX words. Assess Stage 3A	Teach Stage 4A o_e, ow (snow) y (happy) Oe, o (piano) y (happy) ey (key) Teach CEX words: were, when, have, there, out, like, little, what	Teach Stage 4B ue (statue + blue) Ew (news + screw) Er (herbs), ir, ou (cloud) oy Teach CEX words: Mr, Mrs, looked, called, asked, could, water, where	Consolidate previous stages taught and opportunities for assessment.	Stage 5B /s/ (celery) /j/ (giraffe) /e/ (bread) /s/ (house) /s/ (fence) /k/ (school) /sh/ (chef) /j/ (bridge) /j/ (package) /uh/ (mother) Teach CEX words: Oh, their, people, Mr, Mrs, looked, called, asked, could, water, where
		Stage 2B recap ch, sh, th, ng, ai, ee, igh, oa, oo, oo Teach CEX words: He, she, we, me, be, was, my, you, her, they, all, are	Teach Stage 3B Wh, ph, ay, a_e a (acorn) e_e, ie (chief), ea Teach CEX words: Little, what, some, one, said, come, do, so, were, when, have, there, out, like	Stage 4A consolidate Assess Stage 4A	Stage 4B consolidate Assess Stage 4B	Teach Stage 5A ou (shoulder) + ou (soup) oul (should) a (father) al (palm) ear (pearl) or (world) eer (deer) are (square) ear (bear) Teach CEX words: thought, through, many, laughed, because, any, eyes, friends, once, please	Stage 5B consolidation Assess Stage 5A
		Stage 3A teach Ar, or, ur, ow, oi, ear, air, ure, er Teach CEX words: Some, one, said, come, do, so, were, when, have, there, out, like	Assess Stage 3B Teach Stage 4A i (child) i_e ie, y (spy) Teach CEX words: some, one, said, come, do, so	Teach Stage 4B U (unicorn), u (push) u_e (cube + flute) Teach CEX words: oh, their, people	Teach Stage 5A au, aw Teach CEX words: Who, again	Assess Stage 5A 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	
	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.						
Handwriting	Begin to form capital letters	Begin to form capital letters Begin to form printed letters	Begin to form digits 0-9 Form pre cursive patterns correctly.	Write cursive letters correctly using a pen and pencil	Write cursive letters correctly using a pen and pencil	Opportunity for consolidation	
	Leave spaces between words	Begin to form lower-case letters in the correct direction,	Begin to form lower-case letters in the correct	Leave spaces between words	Leave spaces between words		



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

			starting and finishing in the right place	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			
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 use capital letters for the start of a sentence.	To use capital letter for the personal pronoun I and the start of a sentence.	To use capital letters for names, personal pronouns and the start of the sentence.	To use capital letters for names, personal pronouns and the start of the sentence.	To use capital letters for names, personal pronouns and the start of the sentence.	To use capital letters for names, personal pronouns and the start of the sentence.
		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.



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

					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 independently leave spaces between words	To independently leave spaces between words	To independently leave spaces between words		To independently leave spaces between words	
			To join sentences using and.	To join sentences using and.	To join sentences using and.		
					To add question marks to questions.	To add question marks to questions.	To add question marks to questions.
					To use exclamation marks.	To use exclamation marks.	To use exclamation marks.

Year 2							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transcription	Spelling	Spell words containing previous and new sounds taught.	Consolidate Stage 5B Assess Stage 5B	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).	RWI Y2A Unit 6: The n sound spelt kn and gn 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.	RWI 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	RWI Y2B Special focus 2: Homophones. Y2B Unit 5: The ee sound spelt ey. Unit 1-5 assessment Y2B Unit 6: Adding the suffix -ness (1). Y2B Special focus 3: Words ending in -il and



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

	<p>Teach Stage 5B</p> <p>/s/ (celery) /j/ (giraffe) /e/ (bread) /s/ (house) /s/ (fence) /k/ (school) /sh/ (chef) /j/ (bridge) /j/ (package) /uh/ (mother)</p> <p>Teach CEX words: Oh, their, people, Mr, Mrs, looked, called, could, water, where</p>	<p>Stage 6A</p> <p>/ul/ (bottle) /t/ + /d/ (mixed/drilled) /m/ (comb) /n/ (knot) /n/ (sign) /r/ (writing) /ch/ (hatching) /zh/ (treasure/television/ collage)</p> <p>Teach CEX words: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p> <p>Consolidate Stage 6A</p> <p>Assess Stage 6A</p>	<p>Y2A Special focus 2: Homophones.</p> <p>Y2A Unit 5: Adding the suffix -ly</p> <p>Unit 1-5 assessment</p>	<p>Y2A Unit 9: Adding the suffix -ing (2).</p> <p>Y2A Unit 10: The j sound.</p> <p>Unit 6-10 assessment</p> <p>Y2A Special focus 5: Contractions and apostrophes.</p> <p>Y2A Unit 11: The o sound spelt a after w and qu.</p> <p>Y2A Unit 12: Adding the suffix -ed (1).</p>	<p>Y2B Unit 1: The r sound spelt wr.</p> <p>Y2B Unit 2: Adding the suffixes -er or -est (1).</p> <p>Y2B Special focus 1: Red words.</p> <p>Y2B Unit 3: Adding the suffixes -er or -est (2)</p> <p>Y2B Unit 4: Adding the suffixes -er or -est (3)</p>	<p>words where s makes the zh sound.</p> <p>Y2B Unit 7: Adding the suffix -ness (2).</p> <p>Y2B Unit 8: Words ending in -le.</p> <p>Y2B Special focus 4: Homophones.</p> <p>Y2B Unit 9: Words ending in -el.</p> <p>Y2B Unit 10: Words ending in -al.</p> <p>Y2B Special focus 5: The ir sound spelt or after w.</p> <p>Unit 6-10 assessment</p>
	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.					
Handwriting	Write capital letters of the correct size, orientation and relationship to one another and to lower case letters.	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	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			
	Letter families	Write capital letters of the correct size,				



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

			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	<p>Explain, one sentence at a time, what they want to write.</p> <p>Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry.</p> <p>Write longer sequences of sentences about personal experiences and those of others</p>					
	Revise	<p>Re read to check that writing makes sense and fits the purpose intended.</p> <p>Check correct and consistent verb tense and forms (singular/plural).</p>					
	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.	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.
		To demarcate sentences with a full stop.	To demarcate sentences with a full stop.	To demarcate sentences with full stops, and questions with question marks.	To demarcate sentences, questions and exclamations with full stops, question marks and exclamation marks.	To demarcate sentences, questions and exclamations with full stops, question marks and exclamation marks.	To demarcate sentences, questions and exclamations with full stops, question marks and exclamation marks.



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

		<p>To know what an adjective is</p> <p>To identify adjectives within sentences</p> <p>To use adjectives accurately within sentences</p>	<p>The use adjectives to write expanded noun phrases for description.</p>	<p>To use adjectives to write expanded noun phrases for description.</p> <p>To use commas to separate items (adjectives) in a list</p>	<p>The use adjectives to write expanded noun phrases for description.</p> <p>To use commas to separate items (adjectives) in a list</p>	<p>The use adjectives to write expanded noun phrases for description.</p> <p>To use commas to separate items (adjectives) in a list</p>	
			<p>To use co-ordinating conjunctions (and, but) to join sentences</p>	<p>To use co-ordinating conjunctions (and, but, so) to join sentences.</p>	<p>To use co-ordinating conjunctions (and, but, so) to join sentences.</p>	<p>To use co-ordinating conjunctions (and, but, so) to join sentences.</p>	
			<p>To recognise and write statements and commands.</p>	<p>To recognise and write statements and commands.</p>	<p>To recognise and write statements, questions, exclamations and commands.</p>		
			<p>To use subordinating conjunctions (when, because) to join sentences</p>	<p>To use subordinating conjunctions (when, because) to join sentences</p>	<p>To use subordinating conjunctions (when, because, if) to join sentences.</p>	<p>To use subordinating conjunctions (when, because, if) to join sentences.</p>	<p>To use subordinating conjunctions (when, because, if) to join sentences.</p>
				<p>Use verbs accurately within sentences (correct subject verb agreement)</p>	<p>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).</p>	<p>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).</p>	<p>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).</p>



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



					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.	To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
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