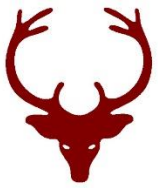




Progression of Skills in Writing at RCFS

Below is an overview of the aims and objectives of the Writing Curriculum and where it is covered across RCFS. These are taught through our approach of text based units with additional discrete teaching and cross curricular opportunities where appropriate.

Progression of skills	EYFS Children can:	Year 1 Children can:	Year 2 Children can:	Year 3 Children can:	Year 4 Children can:
PHONICS & SPELLING RULES	<p>Continue a rhyming string.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Know all letters of alphabet & sounds which they most commonly represent.</p> <p>Recognise consonant digraphs which have been taught & sounds they represent.</p> <p>Recognise vowel digraphs which have been taught & sounds they represent.</p> <p>Recognise words with adjacent consonants.</p> <p>Accurately spell most words containing the 40+ previously taught phonemes & GPCs. Spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>Apply Y1 spelling rules & guidance to include: the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'tch' and exceptions;</p>	<p>Segment spoken words into phonemes & represent these with graphemes, spelling many correctly & making phonically plausible attempts at others.</p> <p>Recognise new ways of spelling phonemes for which one or more spellings are already known & to learn some words with each spelling, including some common homophones (bare/bear, blue/blew, night/knight)</p> <p>Apply further Y2 spelling rules & guidance to include: the /dz/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); the /aɪ/ sound spelt -y (e.g. cry, fly, July);</p>	<p>Apply growing knowledge of root words & prefixes, including in-, il-, dis-, mis-, im-, ir-, re-, inter-, sub-, super-, anti- and auto-</p> <p>Apply growing knowledge of root words & suffixes, including, -ture, -sure, and -ation, -ly.</p> <p>Spell words with /ɪ/ sound spelt y in a position other than at end of word (mystery, gym)</p> <p>Spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>Spell words Ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>Spell words Ending with the /cher/ sound spelt</p>	<p>Spell words with /eɪ/ sound, spelt ei, eigh, ey (vein, weigh, eight, neighbour, they, obey)</p> <p>Spell words with /k/ sound spelt with a ch (scheme, chorus, chemist, echo, character)</p> <p>Spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (eg. league, tongue, antique, unique).</p> <p>Spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>Spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion,</p>



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PHONICS & SPELLING RULES		<p>the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);</p> <p>adding -s and -es to words (plural of nouns and the third person singular of verbs);</p> <p>adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);</p> <p>adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);</p> <p>spelling words with the vowel digraphs and trigraphs:- 'ai' and 'oi' (e.g. rain, wait, train, point, soil);</p> <p>- 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);</p> <p>- a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);</p> <p>- 'ar' (e.g. car, park);</p> <p>- 'ee' (e.g. green, week);</p> <p>- 'ea' (e.g. sea, dream);</p> <p>- 'ea' (e.g. meant, bread);</p> <p>- 'er' stressed sound (e.g. her, person);</p> <p>- 'er' unstressed schwa sound (e.g. better, under);</p> <p>- 'ir' (eg girl, first, third);</p> <p>- 'ur' (e.g. turn, church);</p> <p>- 'oo' (e.g. food, soon);</p> <p>- 'oo' (e.g. book, good);</p> <p>- 'oa' (eg. road, coach);</p> <p>- 'oe' (e.g. toe, goes);</p> <p>- 'ou' (e.g. loud, sound);</p>	<p>adding -est to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</p> <p>adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</p> <p>adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions);</p> <p>adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions);</p> <p>the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always);</p> <p>the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</p> <p>the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</p> <p>the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</p> <p>the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</p> <p>the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</p> <p>the /z/ sound spelt 's' (e.g. television, usual).</p>	<p>with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>confusion, decision, collision, television). Spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). Spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, eg. intervention, injection, action hesitation, completion</p> <p>Spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs' e.g. musician, electrician, magician,</p>
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PHONICS & SPELLING RULES		<ul style="list-style-type: none"> - 'ow' (e.g. brown, down); - 'ow' (e.g. own, show); - 'ue' (e.g. true, rescue, Tuesday); - 'ew' (e.g. new, threw); - 'ie' (e.g. lie, dried); - 'ie' (e.g. chief, field); - 'igh' (e.g. bright, right); - 'or' (e.g. short, morning); - 'ore' (e.g. before, shore); - 'aw' (e.g. yawn, crawl); - 'au' (e.g. author, haunt); - 'air' (e.g. hair, chair); - 'ear' (e.g. beard, near, year); - 'ear' (e.g. bear, pear, wear); - 'are' (e.g. bare, dare, scared); <p>spelling words ending with -y (e.g. funny, party, family); spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin).</p> <p>USE LETTERS AND SOUNDS AS PROGRESSION SUPPORTED BY TWINKL PHONICS.</p>			<p>politician, mathematician).</p> <p>Spell words with the /s/ sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>
FURTHER SPELLING CONVENTIONS		<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher</p>	<p>To spell some more complex homophones and near-homophones, including here /hear, brake/break and mail/ male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>



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			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 for single-syllable and multi-syllabic words.		
LETTER FORMATION, PLACEMENT AND POSITIONING	To show good control and co-ordination in large and small movements. Write recognisable letters, most of which are correctly formed. Form lower-case and capital letters correctly.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
JOINING LETTERS	Children taught individual letter formation and use of finger spaces.	Children begin to join letters in the Spring Term and to apply cursive formation.	Children begin to join letters and apply pre-cursive formation accurately, ensuring finger spaces and letters are relative and consistent in size.	Join letters and decide which letters are best left un-joined. Make handwriting legible, ensuring down strokes of letters are parallel and letters are spaced appropriately.	Join letters and decide which letters are best left un-joined. Make handwriting legible, ensuring down strokes of letters are parallel and letters are spaced appropriately.
COMPOSITION: PLANNING, WRITING AND EDITING	Write simple phrases and sentences that can be read by others.	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence narratives to form short narratives.	To write simple and coherent narratives about personal experiences and those of others (real and fictional). To write about real events.	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.



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		<p>To discuss what they have written with the teacher or other pupils.</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 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 the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>(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 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>
AWARENESS OF AUDIENCE, PURPOSE AND STRUCTURE	<p>Re-read what they have written to check that it makes sense.</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 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 wide range of text types</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,</p>



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SENTENCE CONSTRUCTION AND TENSE	Write simple phrases and sentences that can be read by others.	To use simple sentence structures.	To read aloud what they have written with appropriate intonation to make the meaning clear. To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, Exclamation, command. To use some features of written Standard English.	(including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.	characters and plot in narratives to engage the reader and to add atmosphere. 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.
USE OF PHRASES AND CLAUSES	Write simple phrases and sentences that can be read by others	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To use co-ordination (or/and/but). To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (eg. the blue butterfly)	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.



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PUNCTUATION	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	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.
USE OF TERMINOLOGY	To know words such as finger spaces, capital letter and full stop in their writing.	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, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.