



Kingsholm C of E Primary School and Nursery – English (Writing & Oracy) Progression Ladder

Knowledge & Skills	Nursery	Reception	End Goals	Year 1	Year 2	End Goals	Year 3	Year 4	End Goals	Year 5	Year 6	End Goals
WRITING Transcription Phonic and word building Spelling	Oral blending in summer term (Asp 7 of Phase 1): *Orally blend (c/-/u/-/p) *Orally segment	-To orally segment -To spell words containing Phase 2 GPCs -Orally segment cvc words. Use malleable resources -Segment and spell CVCC, CVCC, CCVCC words containing phase 2 and 3 phonemes (see phonics expectations document)	Write simple phrases and sentences that can be read by themselves and others	-spell words containing each of the 40+ phonemes and common exception words already taught. -name the letters of the alphabet in order -use letter names to distinguish between alternative spellings of the same sound Phase 3-5 GPCS (see phonics expectations document) -spell the days of the week -add suffixes: -s or -es as the plural marker for nouns and the third person singular marker for verbs -ing, -ed, -er and -est where no change is needed in the spelling of root -add the prefix un (see phonic progression document for spelling) -write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	- revise spelling of Phase 5 GPCS -segment spoken words into phonemes, representing them with graphemes, -use alternative spellings of phonemes, Phase 6 (see phonics expectations document) -learn to spell common homophones to/too/two, there/their/they 're, where/wear, see/sea, -learn to spell common exception words -learn to spell words with contracted forms -add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly -learn the possessive apostrophe (singular) -distinguish between homophones and near-homophones *See Spelling Shed resources on shared area	Y1 – To apply phase 5 phonemes in their writing. To spell all year 1 common exception words correctly. Y1 - To use spelling rules for adding suffixes (s es ing ed er est) Y2 – To spell all KS1 common exception words correctly. Y2 - Y1 - To use spelling rules for adding suffixes (s es ing ed er est ment ness full ly)	-use prefixes (dis- & mis- having negative meanings, in- meaning both not and in, re- meaning again or back, sub- meaning under and inter- meaning between or among)) and suffixes (-ly added to verbs to form nouns, -ally suffixes beginning with vowel letters (see Spelling Shed) -spell homophones (ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, meat/meet, missed/mist, rain/rein/reign main/male) -spell often misspelt words -begin to use possessive apostrophe in words with regular and irregular plurals -use the first two letters of a word to check its spelling in a dictionary -write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. *See Spelling Shed resources on shared area	-use further prefixes (when in- meaning both not and in becomes il-, im-and ir-,super- meaning above, anti- meaning against, auto- meaning self or own, sub-meaning below or under, inter- meaning between, amongst or during) and suffixes (-ous – ation, -ion,) -spell further homophones (accept/except, affect/effect, heal/heel/he'll, knot/not, mail/male, medal/meddle, peace/piece, scene/seen, weather/whether, whose/who's) -spell often misspelt words -use the possessive apostrophe in words with regular and irregular plurals -use the first two or three letters of a word to check its spelling in a dictionary *See Spelling Shed resources on shared area	Y3 – use taught prefixes and suffixes correctly -use correct spelling of taught homophones -begin to use possessive apostrophes Y4 – use and understand taught prefixes and suffixes correctly -write with increasing spelling accuracy and be able to use a dictionary to check spelling of unfamiliar words -use possessive apostrophes consistently and accurately	-use and understand prefixes and suffixes correctly (-ious/-cious, -cial/-tial, -ant/-ent, -ance/-ence, -able/-ible) -spell homophones and other commonly confused words (advice/advise, device/devise, licence/license, practice/practise, aisle/isle, aloud/allowed, altar/alter, ascent/assent, farther/father, guessed/guest, heard/herd, morning/mourning, past/passed, bridal/bridle, cereal/serial, complement/compliment, principal/principle, stationary/stationery, wary/weary, affect/effect, precede/proceed, draft/draught, dessert/desert, whose/who's) -begin to spell words with 'silent' letters in (gnome, tsunami, psychic, xylophone, knot, wrestle, wrinkle, knee) -begin to use morphology and etymology in spelling -use the first three letters of a word to check spelling and meaning in dictionary -use a thesaurus *See Spelling Shed resources on shared area	-use and understand further prefixes and suffixes correctly (over-, -ful, dis-, un-, im-, il-,) -continue to use morphology and etymology in spelling -use the first three letters of a word to check spelling and meaning in dictionary -use a thesaurus. *See Spelling Shed resources on shared area	Use a wide range of spelling rules correctly Understand and use morphology and etymology when spelling Use a dictionary and thesaurus
WRITING Handwriting and presentation Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm	-Mark making -Begin to understand that marks have meaning -When ready, begin to develop a pencil grip	-Develop a pencil grip -Mark making -Make circles and lines -Form basic letter shapes (size will be dependent on control) -Introduced to ascenders and descenders	Form letter shapes correctly	-Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place.	-All children are expected to use lead-ins -Form lower-case letters of the correct size relative to one another, using lead-ins -Start using some of the diagonal and	Y1 - Use lead-ins to form letters correctly in relation to shape, size, orientation and relationship to each other. Y2 - Begin to use some diagonal and horizontal joining. Joining	-Join writing when letters are formed correctly -Use some of the diagonal and horizontal strokes needed to join letters -Understand which letters, when adjacent to one another, are best	-Use of the diagonal and horizontal strokes needed to join letters -Understand which letters, when adjacent to one another, are best left not joined. -Increase the legibility, consistency and quality of their handwriting.	Join writing with increasing fluency Have legible and consistent handwriting	-Join all letters with diagonal and horizontal strokes -Have legible, consistent and quality handwriting	-Join all letters with diagonal and horizontal strokes -To be able to use legible, consistent and quality handwriting at speed	Joined handwriting that is neat, consistent and of a good quality across a range of different contexts.



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Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz		-Begin to teach upper and lower case letters -Learn letters shapes using lead-ins <i>Use this progression for teaching letter formation</i> 1. c o a d g q or qu 2. r n m p 3. l h b k 4. i j 5. u y 6. v w 7. e f s t xz		-Clear ascenders and descenders -Form capital letters and digits 0-9 -Understand which letters belong to which handwriting 'families' and to practise these <i>Use this progression for teaching letter formation</i> 1. c o a d g q or qu 2. r n m p 3. l h b k 4. i j 5. u y 6. v w 7. e f s t xz	horizontal strokes needed to join letters -Understand which letters, when adjacent to one another, are best left not joined -Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters -Use spacing between words that reflects the size of the letters.	letters when ready	left not joined -Beginning to increase the legibility, consistency and quality of their handwriting					
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WRITING Composition	-orally use new vocabulary in speech -make marks -give meaning to the marks they make -develop fine motor skills -to develop a pencil grip and a dominant hand	-Orally use new vocabulary in speech -begin to use new vocabulary in writing -saying their sentence out loud when writing -beginning to use a capital letter, finger spaces and full stops in supported writing -beginning to use capital letters, full stops and finger spaces in independent writing.	-Use and understand recently used vocabulary from stories and non-fiction texts -To show an awareness of where to use a capital letter, full stop and finger spaces in writing	Write sentences: -saying out loud what they are going to write about -compose a sentence orally before writing it -sequence sentences to form short narratives -re-read what they have written to check that it makes sense -discuss what they have written with the teacher or other pupils -read aloud their writing clearly	-write narratives about personal experiences and those of others (real and fictional) -write about real events -write poetry -write for different purposes -plan writing either orally or on paper in a simple format including new vocabulary -encapsulate what they want to say, sentence by sentence -make simple additions, revisions and corrections to their own writing by rereading and proofreading -evaluate their writing alongside an adult -read aloud what they have written with appropriate intonation to make meaning clear	Y1 – orally rehearse simple sentences and replicate these in writing Y2 – write a sequence of sentences for different purposes Y1 & Y2 Re-read their own writing and make simple amendments and additions	-discuss writing examples and learn from its structure, vocabulary and grammar -plan writing either orally or in formats on paper. -create narratives, settings, characters and plots based on known stories -organise writing using headings and subheadings -begin to group writing into paragraphs based on subject, time or place -begin to proofread, edit and improve -read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	-discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar -plan writing either orally or on paper, organising paragraphs -create narratives, settings, characters and plots based on known stories, starting to innovate more. -organise paragraphs around a theme. -assess effectiveness of own and others writing, suggesting improvements -propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -proofread for spelling and punctuation errors -read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Y3 - begin to write within a structure in fiction and non-fiction Begin to edit and improve Y4 - writing is organised and has a structure in both fiction and non-fiction Writing is proofread and edited, based on discussions.	Plan their writing: -identify the audience and purpose and select the appropriate form of writing to suit this -use other texts as models for their own writing, drawing on wider reading Draft and write: -in narratives develop characters and settings and atmosphere. Integrate dialogue to convey character and advance action -select appropriate grammar and vocabulary -precise longer passages -use a wide range of devices to build cohesion within paragraphs Evaluate and edit: -in non-fiction writing use further organisational and presentational devices to structure text and guide the reader [for example, headings, bullet points, underlining] -ensure consistent and correct use of tense through a piece of writing -ensure correct subject and verb agreement when using singular and plural -proof read and edit for spelling, punctuation and tense -perform with appropriate intonation, volume and movement -assess the effectiveness of their own and others' writing -propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Plan their writing: -identify the audience and purpose and select the appropriate form of writing to suit this -vary the formality of language dependent on the audience -note and develop initial ideas, drawing on reading and research when necessary -in narratives, consider how authors have developed characters and setting in what pupils have read Draft and write: -in narratives develop characters and settings and atmosphere. Integrate dialogue to convey character and advance the action -understand how grammar and vocabulary choices can change and enhance meaning -use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -precise longer passages Evaluate and edit: -assess the effectiveness of their own and others' writing -propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -ensure consistent and correct use of tense through a piece of writing	Create fiction and non-fiction texts that suit a purpose and audience Use taught methods to convey desired effect in both fiction and non-fiction writing Edit and improve tense, grammar, punctuation and structure
WRITING Vocabulary, grammar and punctuation	-orally join in with repeated refrains -making marks -give meaning to the marks they make -developing fine motor skills -developing a pencil grip and a dominant hand	-orally using new vocabulary in discussions -beginning to transfer new vocabulary from discussions into writing. -beginning to use a capital letter, finger spaces and full stops in supported writing -beginning to use capital letters, full stops and finger	-Use and understand recently used vocabulary from stories and non-fiction texts. -To show an awareness of where to use a capital letter, full stop and finger spaces in writing.	-use finger spaces between words - join words and sentences using <i>and</i> -punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -use a capital letter for names of people, places, the days	-use all previously taught punctuation correctly – full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) -use sentences with different forms: statement,	Y1 – Write simple sentences using capital letters, full stops, finger spaces, question marks and exclamation marks correctly. Y1 – use <i>and</i> Y2- Write simple and compound sentences using the correct punctuation and a variety of conjunctions	-express time place and cause using conjunctions (when, before, after, so, because, while) -use prepositions to express time, place and cause (before, after, during, because of) -use adverbs to express time, place and cause (then, next, soon, therefore) -use 'a' and 'an' correctly -use the present perfect form of	-use pronouns appropriately in and across paragraphs for cohesion and clarity -vary sentence openers using fronted adverbials, adverbs, participle clauses, fronted subordinate clauses -use a comma after fronted adverbials and clauses most of the time -use inverted commas to indicate direct speech with correct punctuation -use prepositional phrases to add extra detail to	Apply taught grammar and punctuation to form own simple and compound sentences Y3 – use speech punctuation correctly Y4 -Use grammar to increase detail and control of language. Accurate use of grammar taught.	-use modal verbs or adverbs to indicate degrees of possibility -use parenthesis to add extra information deciding whether to use dashes, commas or brackets as appropriate to the text -use relative clauses (who, which, that, whose and when and where) -use the perfect form of verbs to mark relationships of time and cause -use expanded noun phrases to convey complicated information concisely	-recognise 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 -use the perfect form of verbs to mark relationships of time and cause -use expanded noun phrases to convey complicated information concisely -use commas to clarify meaning or avoid ambiguity in writing	In independent writing: Write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences



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		spaces in independent writing.		of the week, and the personal pronoun 'I' -re-read sentences and notice some errors	question, exclamation, command -use expanded noun phrases to describe and specify, e.g. <i>the blue butterfly</i> , -use the present and past tenses correctly and consistently -use the progressive form of verbs in the present and past tense (she is drumming, he was shouting) -use subordinating conjunctions – <i>when, if, that, because</i> -use coordinating conjunctions - <i>or, and, but</i>		verbs in contrast to past tense verbs -understand what a clause and subordinating clause is -use inverted commas around spoken word with correct use of reporting verb and starting to use other punctuation -place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals	descriptive writing -punctuate two or more adjectives with a comma where appropriate -use coordinating conjunctions to create compound sentences -use a range of subordinating conjunctions to create complex sentences sometimes in a fronted position -use adverbs -use possessive apostrophe correctly including for plural possession		-use commas to clarify meaning or avoid ambiguity in writing -use a colon to introduce a list	-use hyphens to avoid ambiguity -use semi-colons, colons or dashes to mark boundaries between independent clauses -punctuate bullet points consistently -use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)	
Oracy (Spoken Language) This is broken down into cognitive skills, social skills, physical skills and vocabulary (linguistics)	Listening, Attention and Understanding g -To begin to understand and follow a simple instruction -To begin to answer simple questions -To listen and respond to others in small groups Speaking -To begin to retell simple stories -To begin to ask simple questions -To use new vocabulary -orally discuss things they like and things they don't like -beginning to talk about stories they have heard -beginning to discuss pictures they	Listening, Attention and Understanding -To understand and follow a simple instruction -To respond to questions with appropriate comments -To listen and respond to others in small groups -To listen and respond to others in larger groups e.g whole class teaching Speaking -To retell stories and events – with an awareness of beginning, middle and end -To begin to ask simple questions -To converse with teachers and peers on topic -Respond appropriately to questions about why things happen and where appropriate use new vocabulary.	Communication and Language ELG - Listening, Attention and Understanding – -Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions -Make comments about what they have heard and ask questions to clarify their understanding -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Children at the expected level of development will	Cognitive Skills -Ask simple questions -Give answers that match what has been asked and offer reasons for their opinions -Retell stories and events in chronological order	Cognitive Skills -To ask questions to clarify understanding -Provide clear reasons or evidence for their own answers or opinions -Recount experiences and, connecting ideas including relevant detail	To communicate by asking and answering questions. Listen and respond appropriately to others making appropriate comments. Speak clearly and appropriately. Explain a task or experience so that main points are clear.	Cognitive Skills -Ask relevant questions to clarify meaning and show they have listened carefully -Make comments that explain answers or opinions -Structure talk to aid understanding -Begin to reflect on discussions and their own oracy skills and identify the areas of strength and the areas to improve	Cognitive Skills -Ask probing questions in response to others' ideas and views -Convey their own opinions and answers clearly, supported by evidence and offer opinions that aren't their own (eg taking on a role) -Structure talk to support meaning and attention to audience -Reflect on their own Oracy skills and identify areas of strength and areas to improve. And begin to set targets.	Communicate by asking and answering a wider range of questions. Enjoy listening to and speaking using the language and add own comments. Talk with fluency in different situations. Explain a task or experience using details, showing a clear understanding of main points.	Cognitive Skills -Ask questions that develop their own and other's ideas -Vary vocabulary and expression to convey their own ideas clearly, Using evidence -Clearly structure talk to convey meaning and engage audience -To identify when a discussion is going off topic and bring it back on track	Cognitive Skills -Ask questions that challenge and also show sensitivity -Independently articulate and justify answer, arguments and opinions -Ask questions that challenge and also show sensitivity -Independently explain and develop ideas explicitly building on the ideas of others -Reflect on their own and other's oracy skills and identify how to improve	Independently articulate and justify answers, arguments and opinions. Enjoy listening to and speaking confidently, paying close attention to what is said. Give a presentation using a clear audible voice. Expand vocabulary through questioning, listening, reading and experimenting.
				Social Skills -Listen and respond appropriately to others -Take turns in pairs engaging others -Begin to listen to the views and responses of peers -Start to develop an awareness of audience			Social Skills -Listen and respond to the speaker's main points, making generally relevant comments and suggestions -Respond appropriately to comments made by others -Agree a set of rules for peers for positive discussion -Include details in talk, to interest listeners, showing an awareness of the audience and purpose	Social Skills -Listen and respond to the speaker's main points adding own comment -Make positive comments and respond to comments made by others -Start to develop empathy with an audience and consider impact of words on others -Speak with confidence to an increasing range of audiences, using interesting details, adapting to suit purpose		Social Skills -Listen for extended periods of time paying close attention to what others say and ask questions to develop ideas -Shape the direction of talk by sharing ideas -Appreciate the content of others' opinions adding their own viewpoint when appropriate -Adapt content of their speech for a specific audience or purpose		



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	can see in books	- using 'because' to explain why things happen -orally discuss pictures -orally discuss things they like and don't like -orally use new vocabulary in discussions.	-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher Literacy ELG – comprehension <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</i> <i>TBC – Link to new curriculum</i>	Physical Skills -Speak clearly with appropriate intonation, varying talk to capture and hold the listener's attention -Use modelled Standard English for speech, when appropriate, on occasion self-correcting Present ideas, take part in discussions and finding and take on different roles		Physical Skills -Talk with increased fluency in some situations -Begin to show an awareness of Standard English when it is used. Read aloud written work , take part in discussions and when performing use understanding of characters to make them more believable	Physical Skills -Talk with fluency in different situations, adapting talk appropriately -Show an awareness of and recognise more elements of Standard English -Make a presentation/debate/discussion/to class, taking account of audience and when performing adapt gestures, movements and dialogue for different situations and roles		Physical Skills -Talk fluently adapting talk sensitively for different situations -Use appropriately some features of Standard English vocabulary and grammar Use multimedia to make a presentations projecting voice appropriately and listen to feedback, take part in discussions and debates and enhance performances using speech, movement and expression	Physical Skills -Speak fluently, clearly and audibly in formal situations -Speak with an increasing command of Standard English -Make presentations adapting tone, pace and volume as appropriate and respond positively to constructive feedback, take part in discussions, debates and performances where you engage audience using dialogue, movements and gestures	
				Vocabulary (linguistic) Skills - To use simple descriptive language and try out new language, even if not always used correctly - Use conjunctions to organise and sequence events - Describe events and experiences using appropriate topic vocabulary		Vocabulary (linguistic) Skills - Use sentence stems to show when they are building or challenging others' ideas - To speak in sentences using joining phrases to create longer sentences - Explain an experience or task so that main points are clear	Vocabulary (linguistic) Skills - To extend their vocab through listening and reading, using generally appropriate words for the situation - To make precise language choices (eg delicious instead of nice) Explain a task or experience showing a clear understanding of main points		Vocabulary (linguistic) Skills - Use deliberate language choices to express their ideas - Use an increasing range of sentence stems to link ideas Explain a task or experience using details, showing a clear understanding of main points	Vocabulary (linguistic) Skills - Use vocabulary for effect, with a reasonably wide range, using dictionaries and thesauri to extend depth - Use an increasingly sophisticated range of sentence stems Explain a task or experience using varied vocab, showing a clear understanding of main points	