



Severne Primary School

English (Writing) KS1 Progression

Revised Autumn 2024

Mrs R.Eaton

Respect • Succeed • Celebrate



Year 1 Composition and Transcription

Whole-Year Content

Plan:	• Discuss what they are going to write about
Draft and write:	• Orally composing a sentence before writing • Sequencing sentences to form short narratives
Evaluate and edit:	• Re-read what they have written to check that it makes sense • Discuss what they have written with the teacher and other pupils
Perform:	• Read aloud what they have written clearly enough so that it can be heard by other people
Handwriting	• 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 • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting families • Practise handwriting families

Year 2 Composition and Transcription

Whole-Year Content

Plan:	• Discussing what they are going to write about • Making notes of key ideas • Making notes of key vocabulary
Draft and write:	• Write about personal experiences and those of others (real and fictional) • Write about real events • Write poetry • Write for different purposes • Orally rehearse a sentence before writing it • Encapsulate what they want to say, by writing sentence by sentence
Evaluate and edit:	• Evaluate their work in discussion with the teacher and other pupils • Re-read to check that their writing makes sense • Proof-read to check that verbs are written in the correct tense • Proof-read to check for errors in spelling • Proof-read to check for errors in grammar (e.g. Key Skills) • Proof-read to check for errors in punctuation
Perform:	• Read aloud what they have written with appropriate intonation
Handwriting	• Form lower-case letters of the correct size to relative to one another • Start using some diagonal and horizontal strokes needed to join letters • Start to understand which letters are best left unjoined • 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

Year 1 Spelling Progressive Content

Year 1 Common Exception Words

Year 2 Common Exception Words

Phase 2	Phase 3	Phase 4	Phase 5	
Unit 2 a is Unit 3 and to do of ask Unit 4 the no go Unit 5 I his has class grass pass fast last past plant	Unit 6 me be Unit 7 he she my by Unit 8 They Bath path Unit 9 we are said cold gold hold told old Unit 10 you Unit 11 was were	Unit 12 one when out what door poor floor	Unit 13 people Unit 14 Mr Mrs today says break Unit 15 even every everybody pretty money Unit 16 by behind Unit 17 who again so Unit 18 put pull full push	Unit 19 because your Unit 20 Thursday Saturday thirteen after Unit 21 any many house our Unit 22 here there Unit 23 one once school Unit 24 great clothes water Unit 27 love come some

Year 2 Spelling Progressive Content

	Autumn	Spring	Summer
Year 2		• 'y' to make 'cry', 'dry' • 'le' to make 'table', 'apple' • Adding '-ing', '-ed', '-er', '-est' to words ending with 'e' with a consonant before (hike + ing = hiking) • Adding '-y' to words ending in '-e' with a consonant before it (shine + y = shiny) • 'ey' as in 'donkey', 'valley' • 'wr' as in 'wrestle' and 'write' • Adding '-ing', '-ed', '-er', '-est' to one syllable words with a single consonant after a vowel (pat / patted / patting) • 'a' after 'w' and 'qu' (want, wander, squash, quarrel) • 's' to make 'usual', 'treasure' • Adding '-es' to verbs and nouns ending in 'y' (fly / flies) • Adding suffixes '-ful', '-less' and '-ly' • '-tion' (station, information) • Contractions (can't, didn't, hasn't, it's, couldn't, I'll, they're) • The possessive apostrophe (singular nouns)	• 'el' at the end of words (camel, tinsel) • Adding '-ed', '-ing', '-er' and '-est' to a root word ending in -y with a consonant before it (play/playing/played) • 'a' before 'l' or 'll' (talk, call, walk, always) • 'ar' after 'w' (warm, war, warn) • The suffixes '-ment', '-ness' • 'or' after 'w' (work, word, worm) • The possessive apostrophe (singular nouns) • '-al' at the end of words (metal, hospital, animal) • 'o' (mother, nothing, none) • 'il' at the end of words (pencil, fossil, nostril)
Homophones		• quite / quiet • night / knight • new / knew • not / knot • there / their / they're	
CE Words	• child • children • climb • find • kind • mind • sugar • sure • whole • wild	• beautiful • because • both • could • should • would • eye • improve • prove • most • move • only	• busy • Christmas • father • half • hour • parents • steak

Year 1 Key Skills Progressive Content

	Autumn	Spring	Summer
Autumn 1	- Capital letters for names, places and days of the week - Capital letters for 'I' - Spaces between words	- Capital letters for names - Capital letters for 'I' - Finger spaces	- Capital letters for names - Capital letters for 'I' - Finger spaces
Autumn 2	- Coordination: 'and' to join words and clauses - Statements - Full stops	- Coordination: 'and' to join words and clauses - Statements - Full stops	- Coordination: 'and' to join words and clauses - Statements - Full stops
Spring 1		- Questions punctuated with question marks - Commands	- Questions punctuated with question marks - Commands
Spring 2		- Exclamation marks for expression - Past tense -ed suffix	- Exclamation marks for expression - Simple past tense -ed suffix
Summer 1			- Plural -s and -es - Prefix -un
Summer 2			- Present progressive: 'ing' suffix (no change to the root words) - Comparative language -er -est suffixes

Year 2 Key Skills Progressive Content

	Autumn	Spring	Summer
Autumn 1	- Exclamation sentences - Expanded noun phrases (e.g. the blue butterfly)	- Exclamation sentences - Expanded noun phrases (e.g. the blue butterfly)	- Exclamation sentences - Expanded noun phrases (e.g. the blue butterfly)
Autumn 2	- Coordination: 'and', 'or', 'but' - Possessive apostrophes	- Coordination: 'and', 'or', 'but' - Possessive apostrophes (singular)	- Coordination: 'and', 'or', 'but' - Possessive apostrophes (singular)
Spring 1		- Commas in a list - Simple past tense (inc. irregular verbs)	- Commas in a list - Simple past tense (inc. irregular verbs)
Spring 2		- Subordination: 'when', 'if', 'that', 'because' - Apostrophe for contraction	- Subordination: 'when', 'if', 'that', 'because' - Apostrophe for contraction
Summer 1			Present and past progressive
Summer 2			