

At Abbey Village, our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and sequence our mixed age curriculum to ensure that children are not merely covering content but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum.

This careful curriculum sequencing means that we build in opportunities to revisit previous learning, which allows them to build on their prior knowledge and gradually develop a deeper understanding of the skills and processes within subjects at their own pace and in the best possible way for each individual child.

	REC	Y1	Y2	Y3	Y4	Y5	Y6
Handwriting	<ul style="list-style-type: none"> Develop a good pencil grip . Begin to form lower case letters in the correct direction knowing where to start each letter using a lead in method. Know that every letter starts on the line. <p>ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.</p>	<ul style="list-style-type: none"> 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. Ascenders and descenders positioned appropriately. Form capital letters that are taller than other letters/ Form 0-9 digits. Understand which letters belong to which handwriting 'families' 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. Start using some of the of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Using spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 		
Punctuation and		<ul style="list-style-type: none"> All sentences are punctuated 	<ul style="list-style-type: none"> Full stops, capital letters, question 	<ul style="list-style-type: none"> Use inverted commas to 	<ul style="list-style-type: none"> Use apostrophes for singular and plural 	<ul style="list-style-type: none"> Create and punctuate sentences using simile starters, e.g. Like a fish out of 	<ul style="list-style-type: none"> Uses mostly correctly:

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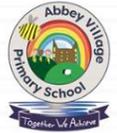
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Progression in Writing and Spelling

<p>grammar</p>		<p>appropriately with capital letters and full stops.</p> <ul style="list-style-type: none"> • Use a capital letter for the word 'I'. • Use capital letters for names, days of the week and places. • Use question marks and explanation marks. 	<p>marks and exclamation marks used correctly.</p> <ul style="list-style-type: none"> • Use commas for a list. • Use apostrophe to shorten words- don't can't. 	<p>punctuate direct speech (speech marks).</p> <ul style="list-style-type: none"> • Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats. 	<p>possession e.g. the dog's bone and the dogs' bones.</p> <ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." 	<p>water, she conversed awkwardly with the other guests.</p> <ul style="list-style-type: none"> • Demarcate complex sentences using commas in order to clarify meaning. • Use commas to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.' • Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff. • Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (<i>Acinonyx jubatus</i>) inhabits open grassland in Africa. • Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice. 	<ul style="list-style-type: none"> • Inverted commas • Commas for clarity • Punctuation for parenthesis <p>Making some correct use of:</p> <ul style="list-style-type: none"> • Semi- colons • Dashes • Colons • Hyphens
	<p>REC</p>	<p>Y1</p>	<p>Y2</p>	<p>Y3</p>	<p>Y4</p>	<p>Y5</p>	<p>Y6</p>
		<ul style="list-style-type: none"> • Use simple connectives - and • Use 's' and 'es' for more than one (plural) • Tell someone what they are writing about. • Say out loud what they are going to 	<ul style="list-style-type: none"> • Use verbs and adjectives • Use past tense for stories, recounts and historical reports • Use time words: when, while, as, after, before 	<ul style="list-style-type: none"> • Understand main and subordinate clauses. • Complex sentences using: if, while, since, after, before, so, although, until, in case. • Use prepositions 	<ul style="list-style-type: none"> • Organise work into paragraphs. • Use fronted adverbials • Create complex sentences (remember commas). • Correctly punctuate 	<ul style="list-style-type: none"> • Use complex sentences using relative clauses. • Use fronted adverbials • Use simile starters • Use commas to help with meaning • Use modal verbs – 	<ul style="list-style-type: none"> • Use a variety of clause structures to create compound and complex sentences. • Creating atmosphere and integrating dialogue to convey character and advance the action. • Selecting vocabulary and grammatical structures that reflect

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Progression in Writing and Spelling

		<p>write.</p> <ul style="list-style-type: none"> • Compose a sentence orally. 	<ul style="list-style-type: none"> • Use reason words: because, so, if, unless. • Using subordination and co-ordination in writing. 	<p>for where- above, below, beneath, within.</p> <ul style="list-style-type: none"> • Use ly adverbs. • Use speech marks. • Use had and have with verbs. • Use a or an depending on whether the word begins with a vowel or consonant. • Collect words with prefix super, anti, auto. 	<p>speech.</p> <ul style="list-style-type: none"> • Use pronouns • Use noun phrases • Use standard English • Use apostrophes correctly 	<p>might, could, should, shall, will, must</p> <ul style="list-style-type: none"> • Use devices to make links with paragraphs - firstly, then, presently, subsequently • Link ideas across paragraphs with adverbials for time, place and numbers • Use brackets and dashes 	<p>the level of formality required mostly correctly.</p> <ul style="list-style-type: none"> • Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs. • Use passive and modal verbs mostly appropriately. • Use a wide range of clause structures, sometimes varying their position within the sentence. • Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision. • Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures. • Select verb forms for meaning and effect
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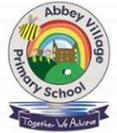


Progression in Writing and Spelling

	REC	Y1	Y2	Y3	Y4	Y5	• Y6
Terminology	Letter, capital letter, word, finger space, full stop, sentence	Letter, capital letter Word, singular, plural Sentence Punctuation, full stop, question mark, exclamation mark	Noun, noun phrase Statement, question, exclamation command , suffix Adjective, adverb, verb Tense (past, present) Apostrophe, comma	Preposition, conjunction Word family, prefix Clause, subordinate clause, Direct speech Consonant, consistent letter vowel, vowel letter inverted commas	Determiner Pronoun, possessive pronoun Adverbial	Modal verb, relative pronoun Relative clause Parenthesis, bracket, dash Cohesion, ambiguity	Subject, object Active, passive Synonym, antonym Ellipsis, hyphen, colon, semi-colon, bullet points.
Composition	<ul style="list-style-type: none"> • Say out loud what they are going to write. 	<ul style="list-style-type: none"> • Say out loud what they are going to write about • Compose a sentence orally before writing. • 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 enough to be heard by their peers and 	<ul style="list-style-type: none"> • Plan or say out loud what they are going to write about • Write idea and/or key words including new vocabulary. • Encapsulate what they want to say, sentence by sentence. • Make additions, revision and corrections to their own writing by: • Evaluating their writing with the teacher or other pupils. • Re-reading to check it makes sense and that verbs to indicate time are used correctly and 	<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Discuss and record ideas • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures. • Organise paragraphs around a theme • In narratives, create settings, characters and plot. • In non-narrative material, use simple organisational devices such as headings and sub-headings. • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocab to improve consistency, including the accurate 	<ul style="list-style-type: none"> • Identify audience and purpose, selecting appropriate form and use other similar writing as model • Note and develop initial ideas, drawing on reading and research where necessary. • In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed. • Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. • Use a wide range of devices to build cohesion within and across paragraphs. • In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. • Use further organisational and presentational devices to structure text and guide the reader (e.g headings, bullet points, underlining) • Assess the effectiveness of their own and others' writing • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning 		

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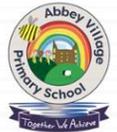
Progression in Writing and Spelling

		the teacher.	consistently, incl verbs in the continuous form. <ul style="list-style-type: none"> • Proof read to check for errors in spelling, punctuation and grammar. • Read aloud their writing with appropriate intonation to make the meaning clear. 	use of pronouns in sentences. <ul style="list-style-type: none"> • Proof read for spelling and punctuation errors. • Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Ensure the consistent and correct use of tense throughout a piece of writing • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. • Proof read for spelling and punctuation errors. • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 		
	REC	Y1	Y2	Y3	Y4	Y5	Y6

Words		Common exception words Compound words HFW Plus: days of the week numbers to 20	Children should be taught to spell: common exception words (CEW) high frequency words (HFW) -	Children should be taught to spell: words from the National Curriculum word list for Years 3 and 4	Children should be taught to spell: words from the National Curriculum word list for Years 5 and 6
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<p>Phonics</p> <p><i>Letters and Sounds</i></p> <p><i>Y1 Fast track Phonics</i></p> <p><i>Y2,3,4 Bounce Back Phonics</i></p>	<p>ELG:- Children at the expected level of development will: say a sound for each letter in the alphabet and at least 10 digraphs.</p> <ul style="list-style-type: none"> • Read words consistent with their knowledge by sound blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • VC words • CVC words with short vowels • CVC words with long vowels words with adjacent consonants • words with consonant digraphs and some vowel digraphs/trigraphs • alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/ • new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel, • words ending in -y e.g. very, happy, funny 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • homophones and near homophones e.g. there/their/ they're, hear/here, see/ sea • words with alternative pronunciations from Letters and Sounds Phase 5 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym • words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight • words containing the /u/ sound spelt 'ou' e.g. double, trouble • homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail 		<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough • homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed. 	
	Rec	Y1	Y2	Y3	Y4	Y5	Y6
<p>Rules and conventions</p> <p><i>Y2-6 No Nonsense Spelling</i></p> <p><i>Y6 Fast Forward Spelling</i></p> <p><i>Fast Forward Grammar</i></p>		<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words) • the /ng/ sound spelt n before k • words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch') • plurals of nouns adding -s and -es to 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words) • words with the /s/ sound spelt 'c' before 'e', 'i', 'y' • words ending -le, -el, -al and -il • adding -ies to nouns and verbs ending in 'y' • adding -ed, -ing, -er, - 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • The / / ɪ sound spelt y elsewhere than at the end of words • The ending sounding like /zə/ is always spelt -sure. The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending – e.g. teacher, catcher, richer, stretcher. • If the ending sounds like /zən/, it is spelt as -sion. 		<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> • words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize 	

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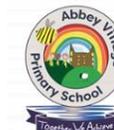
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Progression in Writing and Spelling

		<p>words</p> <ul style="list-style-type: none"> verbs where no change is needed to the root word: adding endings -ing, -ed, -er adjectives where no change is needed to the root word: adding -er and -est 	<p>est to a root word ending in 'y' with a consonant before it</p> <ul style="list-style-type: none"> adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel. 		
Affixes and roots		<ul style="list-style-type: none"> Adding the prefix – un 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with the suffixes -ment, -ness, -ful, -less and -ly words ending in -tion 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing') words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto- words using suffixes: -ly, -ation, -ous words with endings sounding / shun/: -tion, -sion, -ssion, -cian words ending with the schwa sound: measure, creature 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with the ending /shus/ spelt -cious or -tious words with the ending /shul/ spelt -cial or -tial words with the endings -ant, -ance/-ancy, -ent, -ence/-ency words ending in -able and -ible words ending in -ably and -ibly Adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)
Word origins			<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb.

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			<ul style="list-style-type: none"> words with the /r/ sound spelt 'wr' at the beginning of words 	<ul style="list-style-type: none"> origin) e.g. league, unique words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene. 	
Grammar			<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words with contractions e.g. can't, didn't words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's . 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> Possessive apostrophe with plural words e.g. girls' boys' babies' children's 	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own.

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