Writing Progression Map

# Writing – Spelling

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|  | EYFS | KS1 | | KS2 | | |  |
| 30-50 months  40-60 months Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Phonics and**  **Spelling**  **Rules** | To continue a rhyming string.  To hear and say the initial sound in words.  To segment the sounds in simple words and blend them together.  To link sounds to letters, naming and sounding the letters of the alphabet.  To use their phonic knowledge to write words in ways which | To spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words.    To spell words with the sounds  /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back.    To spell words with the /ŭ/sound spelt n before k,  e.g. bank, think. | As before and:    To segment spoken words into phonemes and represent these by graphemes, spelling many correctly.    To learn new ways of spelling phonemes for which one or more spellings are already known.      To learn to spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll. | As before and:    To use further prefixes dis\_, mis\_, re\_, and suffixes \_ly, \_ous, and understand how to add them.    To add suffixes beginning with  vowel letters to words of more than one syllable.    To spell homophones and near homophones.    To spell words containing the /u/֑ sound spelt ou,  e.g. young, touch, double. | As before and:    To use further prefixes, e.g. in- , im- ir–, sub–, inter–, super–, anti–, auto–.    To use further suffixes, e.g. –ation, - tion, –ssion, –cian.    To investigate what happens to words ending in f when suffixes are added, e.g. calf/calves.    To identify and spell words with the /k/ sound spelt ch (Greek in | As before and:    To investigate verb prefixes e.g. dis-, re-, pre-, mis-, over-.    To recognise and spell words ending in –ant, – ance/–ancy, –ent, –ence/–ency.    To recognise and spell words ending in –able and –ible.    To recognise and spell words ending in –ably and –ibly.    To recognise and spell words with | As before and:  To recognise and spell endings which sound like /sush/, spelt – cious or –tious.    To recognise and spell endings which sound like /shuhl/, e.g. official, partial.    To investigate adding suffixes beginning with vowel letters to words ending in – fer, e.g. referring, reference.    To investigate use of the hyphen. |

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|  | match their spoken sounds. | To divide words into syllables, e.g. pocket.    To spell words with -tch, e.g. catch, fetch, kitchen, notch, hutch.    To spell words with the /v/ sound at the end of words, e.g. have, live, give.    To add s and es to words, e.g. thanks, catches.    To add the endings –ing, –ed and –er to verbs where no change is needed to the root word.    Add –er and –est to adjectives where no change is needed to the root word.    To spell words with vowel digraphs.    To spell words with vowel trigraphs.    To spell words ending –y (/i:/ or /կ/), e.g. happy. ƒSpell words with new consonant | To learn the possessive apostrophe  (singular), e.g. the girl’s book.    To spell correctly, distinguish between homophones (e.g. here and hear; sea and see; bear and bare; night and knight) and near-homophones (e.g. quite and quiet; one and won; are and our).    To add suffixes ness and er e.g. happiness, sadness, teacher, baker.    To add suffix ment to spell longer words, e.g. enjoyment.    To add suffixes ful and less e.g. playful, careful, careless, hopeless.    To use suffixes er and est e.g. faster, fastest, smaller, smallest.    To use suffix ly e.g. slowly, gently, carefully. | To spell words with endings sounding like /zher/ e.g. treasure, enclosure, pleasure.    To spell words with endings sounding like or /cher/, e.g.  creature, furniture, adventure.    To spell words with the /ai/ sound spelt ei, eigh, or ey, e.g. vein, weigh, eight, neighbour, they, obey    To identify and spell irregular past tense verbs, e.g. send /sent, hear / heard, think/ thought    To identify and spell irregular plurals, e.g goose/ geese,  woman/women, potato /es    To use the first two letters of a word to check its spelling in a dictionary.    To write from memory simple | origin), e.g. scheme, chorus.    To identify and spell words with the /sh/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine.    To identify and spell words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin), e.g. tongue, antique.    To identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene.    To understand how diminutives are formed using e.g. suffix - ette and prefix mini-.    To investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and –ate = pollinate (verb). | the /i:/ sound spelt ei after c, e.g. deceive, receive.    To recognise and spell words containing the letter-string ough.    To recognise and spell the suffixes -al,- ary,- ic.    To spell further suffixes, e.g. ll in full becoming l.    To spell some words with  ‘silent’ letters, e.g.  knight, psalm, solemn.    To spell unstressed vowels in polysyllabic words.    To develop selfchecking and proof reading strategies.    To spell words that they have not yet been taught by using what they have learnt about how spelling works in English.    To use the first three or four letters of a word | To investigate and use further prefixes, e.g. bi- trans- telecircum-.    To distinguish between homophones and other words that  are often confused.    To identify root words, derivations and spelling patterns as a support for spelling.    To be secure with all spelling rules previously taught. ƒ Use a number of different strategies interactively in order to spell correctly.    To develop selfchecking and proof-checking strategies, including the use of a dictionary and thesaurus. |

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|  |  | spellings ph and wh, e.g. dolphin, wheel.    To spell words using k for the /k/ sound, e.g. Kent.    To add the prefix –un.    To spell compound words, e.g. farmyard, bedroom.    To spell common exception words for Year 1.    To spell days of the week.    To name the letters of the alphabet in order.    To use letter names to distinguish between alternative spellings of the same sound.    To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | To spell words with:     * the /dj/ sound spelt as ge and dge at the end (e.g. age, badge), and spelt as g elsewhere (e.g. magic, giant).      * the /s/ sound spelt c before e, i and y, e.g. ice, cell - the /n/ sound spelt kn and gn at the beginning, e.g. knee, gnat.      * the /r/ sound spelt wr at the beginning e.g. wrote, wrong.      * the /l/ or /ˎl/ sound spelt –le at the end of words, e.g. table, apple.      * the /l/ or /ˎl/ sound spelt –el at the end of words, e.g. camel, tunnel.      * the /l/ or /ˎl/ sound spelt –al at the end of words,   e.g. pedal, capital.   * the ending –il   e.g. pencil, fossil, nostril.     * the /ie/ sound spelt –y at the end | sentences, dictated by the teacher, that include words and punctuation taught so far. | The /i/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt.    To use the first three letters of a word to check its spelling in a dictionary.    To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.    To explore and use the possessive apostrophe, e.g. boy’s books (books belonging to a boy) and boys’ books (books belonging to more than one boy). | to check spelling, meaning or both of these in a dictionary.    To use a thesaurus. |  |

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|  |  |  | of words, e.g. try, reply.     * the /or/ sound spelt a before l and ll, e.g. call, walk      * the /uh/ sound spelt o, e.g. mother, Monday      * the /ee/ sound   spelt –ey, e.g. key, donkey     * the /on/ sound spelt a after w and qu, e.g. wander, quantity      * the /ur/ sound spelt or after w,   e.g. word, worm     * the /or/ sound spelt ar after w,   e.g. war, warm     * The /zuh/ sound spelt s, e.g. television, usual     To add –es to nouns and verbs ending in –y, e.g. copies, babies.    To add –ed, –ing, –er and –est to a root word ending in – y with a consonant before it, e.g. copied, copier. |  |  |  |  |
|  |  |  | To add the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it, e.g. hiking, hiked, hiker.    To add –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. patting, patted.    To spell words ending in -tion, e.g. station, fiction    To write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |  |  |  |  |
| [**Common**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595)  [**Exception Words**](https://www.twinkl.co.uk/resource/deep-dive-into-reading-self-review-and-resource-pack-t-e-2548595) | To write some irregular common words. | To spell all Y1 common exception words correctly see below. | To spell most Y1 and Y2 common exception words correctly – see below. | To spell words from the Year 3 list (selected from the statutory Year 3/4 word list) - see below | To spell words from the Year 4 list (selected from the statutory Year 3/4 word list) - see below. | To spell words from the Year 5  list (selected from the statutory Year 5/6 word list)  - see below | To spell words from the Year 6 list (selected from the statutory Year 5/6 word list) - see below. |

\* Letter and Sounds, Twinkl spelling, Rising Stars spelling, No Nonsense Spelling and SpellingShed are all used to support the teaching of phonics and spelling across school.

# Writing - Handwriting

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|  | EYFS | KS1 | | KS2 | | |  |
| 30-50 months  40-60 months Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Letter**  **Formation,**  **Placement and**  **Position** | To sometimes give meaning to marks as they draw and paint.  To realise tools can be used for a purpose.  To draw lines and circles using gross motor movements.  To use onehanded tools and equipment,  e.g. makes snips in paper with child scissors.  To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.  To hold a pencil near point between first two fingers and thumb, and | 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 09.  To understand which letters belong to which handwriting  ‘families’ (i.e. letters that are formed in similar ways) and to practise these.    To have clear ascenders (‘tall letters’) and descenders (‘tails’). | 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.  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. | To use a neat, joined handwriting style with increasing accuracy and speed.    To write legibly. | To increase the legibility,  consistency and quality of their handwriting  [e.g 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].    To use a joined style throughout their independent writing. | To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.  To be clear about what standard of handwriting is appropriate for a particular task,  e.g. quick notes or a final handwritten version.  To write fluently using a joined style as appropriate for independent writing. | To write legibly, fluently and with increasing speed by:  -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.  To write, using a joined style, with increasing speed. |

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|  | uses it with good control.  To copy some letters, e.g.  letters from their name.  To give meaning to marks they make as they draw, write and paint.  To use some clearly identifiable letters to communicate meaning, representing some sounds  correctly and in sequence.  To show a  preference for a dominant hand.  To begin to use anticlockwise movement and retrace vertical lines.  To begin to form recognisable letters.  To use a pencil and hold it  effectively to form |  |  |  |  |  |  |
|  | recognisable letters, most of which are correctly formed.  To show good control and co-ordination in large and small movements.  To move confidently in a range of ways,  safely negotiating space.  To handle  equipment and  tools effectively, including pencils for writing.  To write simple sentences which can be read by themselves and others. |  |  |  |  |  |  |

\* See Twinkl letter formation guide for cursive letter formations.

# Writing - Composition

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|  | EYFS | KS1 | | KS2 | | |  |
| 30-50 months  40-60 months Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Planning,**  **Writing and**  **Editing** | To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).  To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  To use talk in pretending that objects stand for something else in play,  e.g. ‘This box is my castle.’  To engage in imaginative role play based on own first-hand experiences.  To build stories around toys, e.g. farm | To say out loud what they are going to write about.    To compose a sentence orally before writing it.  To sequence sentences to form short narratives.  To discuss what they have written with the teacher or other pupils.  To reread their writing to check  that it makes sense  and to independently begin to make changes.  To read their writing aloud clearly enough to be heard by their peers and the teacher.  To use adjectives to describe. | To write narratives about personal experiences and those of others (real and fictional).    To write about real events. To write simple poetry.    To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary  To encapsulate what they want to say, sentence by sentence.  To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other | 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 (with  increasing accuracy) and to make improvements.  To begin to organise their writing into paragraphs around a theme.    To compose and rehearse sentences orally (including dialogue). | To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.  To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.  To proofread consistently and amend their own and others’ writing, correcting  errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. | To plan their writing by  identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.  To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.  To consistently link ideas across | To note down and develop initial ideas, drawing on reading and research where necessary.  To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).  To use a wide range of devices to build cohesion within and across paragraphs.  To habitually proofread for spelling and punctuation errors.  To propose changes to vocabulary, grammar and punctuation to enhance effects |

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|  | animals needing rescue from an armchair ‘cliff’.  To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.  To link statements and sticks to a main theme or intention.  To use talk to organise, sequence and clarify thinking, ideas, feelings and events.  To introduce a storyline or narrative into their play.  To write own name and other things such as labels, captions.  To attempt to write short sentences in meaningful contexts. |  | pupils.  To reread to check that their writing makes sense and that the correct tense is used throughout.  To proofread to check for errors  in spelling,  grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). |  |  | paragraphs.  To proofread their work to assess the effectiveness of their own and  others’ writing and to make necessary corrections and improvements. | and clarify meaning.  To recognise how words are  related by meaning as synonyms and antonyms and to  use this knowledge to make improvements to their writing. |

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|  | To play cooperatively as part of a group to develop and act out a narrative.  To develop their own narratives and  explanations by connecting ideas or events.  To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |  |  |  |  |  |  |
| **Awareness of**  **Audience,**  **Purpose and**  **Structure** | To use vocabulary focused on objects and people that are of particular importance to them.    To build up vocabulary that reflects the breadth of their experiences.  To extend | To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.    To start to engage readers by using adjectives to describe. | To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.  To use new vocabulary from their reading, their discussions  about it (one- toone and as a whole class) and from their wider | 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. | To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genrespecific layout devices).  To write a range of narratives that are well-structured and well-paced.  To create detailed settings, | To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate  structure, organisation and layout devices for a range of audiences and purposes.  To describe settings, | To write effectively for a range of purposes and audiences,  selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). |
|  | vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  To use language to imagine and recreate roles and experiences in play situations.    To express themselves  effectively,  showing awareness of listeners’ needs. |  | experiences.  To read aloud what they have written with appropriate intonation to make the meaning clear. | To begin to use the structure of a wider range of text types  (including the use of simple layout devices in nonfiction).  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. | characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.  To regularly use dialogue to convey a character and to advance the action.  To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. | To distinguish between the language of speech and writing and to choose the appropriate level of formality.    To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility). |

# Writing – Vocabulary, Grammar and Punctuation

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|  | EYFS | KS1 | | KS2 | | |  |
| 30-50 months  40-60 months Early Learning Goals | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Sentence**  **Construction and Tense** | To begin to understand ‘why’ and ‘how’ questions.  To question why things happen and gives explanations and asks questions,  e.g. who, what, when, how.  To use a range of tenses in speech (e.g. play, playing, will play, played).  To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.    To use past, present and future forms accurately when talking about events that have | To say, and hold in memory whilst writing, simple sentences which make sense.    To use simple sentence structures to write sentences that can be read by themselves and others. | 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. | 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 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 a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.    To ensure the consistent and correct use of tense throughout all pieces of writing. | To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. |

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|  | happened or are to happen in the future. |  |  |  |  |  |  |
| **Awareness of**  **Audience,**  **Purpose and**  **Structure** | To begin to use more complex sentences to link thoughts when speaking (e.g. using ‘and’ and ‘because’). | To use the joining word  (conjunction) ‘and’ to link ideas and sentences.    To begin to form simple compound sentences. | To using coordination (or/and/but).    To use some subordination (when/if/ that/because).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly). | 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 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. | To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g.  later), place adverbials (e.g.  nearby) and number (e.g. secondly).    To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle,  who was a  famous inventor, had made a new discovery. | To use the subjunctive form in formal writing.  To use the perfect form of verbs to mark relationships of time and cause.  To use the passive voice.  To use question tags in informal writing. |
| **Punctuation** |  | To use capital letters for names, places, the days | To use the full range of punctuation taught | To use the full range of punctuation from | To use all of the necessary punctuation in | To use commas  consistently to clarify meaning | To use the full range of punctuation |
|  |  | 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. | 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. | previous year groups.    To punctuate direct speech accurately, including the use of inverted commas. | 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. | or to avoid ambiguity.    To use brackets, dashes or commas to  indicate parenthesis. | taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. |
| **Use of Terminology** | To show an understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. | 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. | To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. | To recognise and use the terms subject, object,  active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. |

\*These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

# Word Lists

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|  | Year 1 Common Exception Words | | | | |
| the | a | do | to | today | of |
| said | says | are | were | was | is |
| his | I | you | your | they | be |
| he | me | she | we | no | go |
| so | by | my | here | there | where |
| love | come | some | one | once | ask |
| friend | school | put | push | pull | full |
| house | our | and/or others according to the programme used | | | |

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|  | Ye | ar 2 Common Exception Words | | | |
| door | floor | poor | because | find | kind |
| mind | behind | child | children | wild | climb |
| most | only | both | old | cold | gold |
| hold | told | every | everybody | even | great |
| break | steak | pretty | beautiful | after | fast |
| last | past | father | class | grass | pass |
| plant | path | bath | hour | move | prove |
| improve | sure | sugar | eye | could | should |
| would | who | whole | any | many | clothes |
| busy | people | water | again | half | money |
| Mr | Mrs | parents | Christmas | – and/or others according to the programme used | |

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|  |  | Year 3 Focus Word List | |  |  |
| accident(ally) | century | February | length | popular | strange |
| actual(ly) | circle | forward(s) | library | potatoes | thought |
| address | decide | fruit | minute | promise | through |
| answer | describe | heard | naughty | purpose | weight |
| arrive | early | heart | notice | quarter | woman/women |
| believe | earth | height | occasion(ally) | question |  |
| bicycle | eight/eighth | history | often | reign |  |
| centre | enough | learn | perhaps | sentence |  |

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|  |  | Year 4 Focus Word List | |  |  |
| appear | continue | grammar | material | possible | suppose |
| breadth | different | group | medicine | pressure | surprise |
| breathe | difficult | guard | mention | probably | therefore |
| build | disappear | guide | natural | recent | though/although |
| busy/business | exercise | imagine | opposite | regular |  |
| calendar | experience | important | ordinary | remember |  |
| caught | experiment | increase | particular | separate |  |
| certain | extreme | interest | peculiar | special |  |
| complete | famous | island | position | straight |  |
| consider | favourite | knowledge | possess (ion) | strength |  |

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|  |  | Year 5 Focus Word List | |  |  |
| apparent | cemetery | determined | explanation | interfere | occupy |
| rhythm | amateur | communicate | develop | familiar | language |
| occur | secretary | ancient | community | dictionary | foreign |
| leisure | persuade | shoulder | available | conscience\* | environment |
| forty | lightning | physical | soldier | average | convenience |
| equip (-ped, ment) | government | muscle | programme | stomach | bargain |
| curiosity | excellent | hindrance | neighbour | queue | temperature |
| bruise | desperate | existence | individual | nuisance | recognise |
| twelfth | rhyme | vegetable |  |  |  |

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|  |  | Year 6 Focus Word List | |  |  |
| accommodate | category | disastrous | immediate(ly) | privilege | sincere(ly) |
| accompany | committee | embarrass | interrupt | profession | sufficient |
| according | competition | especially | marvellous | pronunciation | suggest |
| achieve | conscious\* | exaggerate | mischievous | recommend | symbol |
| aggressive | controversy | frequently | necessary | relevant | system |
| appreciate | correspond | guarantee | opportunity | restaurant | thorough |
| attached | criticise  (critic + ise) | harass | parliament | sacrifice | variety |
| awkward | definite | identity | prejudice | signature | vehicle |
| yacht |  |  |  |  |  |