



West Heslerton C of E Primary School
Writing Curriculum Progression

Writing Progression							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Types and Genres	Writing to entertain	Writing to entertain	Poetry – Kennings Myths and Legends Stories set in historical contexts Modifying well- known stories Recount Stories with Morals/Fables Shape poetry Traditional and/or Folk Tales Adventure Stories			Traditional and/or Folk Tales Playscripts Adventure stories Narrative Scary stories Science fiction stories Poetry	
	Writing to inform	Writing to inform	Letters- formal Postcard- informal Persuasive- Poster Newspaper Instructions/explanation Biography Persuasive Balanced argument			Biography Non-chronological reports Balanced Argument Persuasive letter Persuasive- advert/speech Explanations Recount Newspapers	



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Phonic and Spelling Rules	<p>Nursery: Can I write some or all of their name?</p> <p>Can I write 'm' for mummy?</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*,</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*</p>	<p>To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To 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).</p> <p>To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>
	<p>Reception: Can I start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name?</p> <p>Can spell words by identifying the sounds & then writing the sound with letter/s?</p> <p>Can I begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together?</p>						



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		To spell all Y1 common exception words correctly.* To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
		<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 that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>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 multisyllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</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>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>



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		<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>	<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
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Handwriting and Presentation	<p>Nursery: Can I use large muscle movements to wave flags & streamers, paint & make marks?</p> <p>Can I use one handed tools & equipment, e.g. snips in paper with scissors?</p> <p>Can I use a comfortable grip with good control when holding pens & pencils?</p> <p>Can I show a preference for a dominant hand?</p> <p>Can I creates lines and circles pivoting from the shoulder and elbow?</p> <p>Can I write some letters accurately?</p> <p>Reception: Can I use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Can I begin to use anticlockwise</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>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.</p> <p>To use finger spaces.</p> <p>Cursive writing to be used as a model in Y1 promoting children to join as and when they are ready.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p> <p>To use joined writing by the end of Y2.</p> <p>To write full date and underline on each piece of work (short date maths).</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed (pen licences can be earned from Y3)</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To always start at the margin and leave a line between paragraphs.</p>	<p>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].</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>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.</p> <p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>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.</p> <p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
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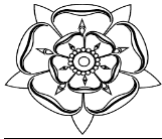
	<p>movement and retrace vertical lines?</p> <p>Can I use a pencil and holds it effectively?</p> <p>Can I form lower-case & capital letters correctly?</p>						
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Planning, Writing and Editing	<p>Nursery: Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>Uses talk to explain what is happening and anticipate what might happen next</p> <p>Use some of their print & letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page</p> <p>Reception: Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Re-read what they have written to check it makes sense</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <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 narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</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 begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (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 compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</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>	<p>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.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge</p>
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			To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).			corrections and improvements.	to make improvements to their writing.
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Audience, Purpose and Structure	<p>Nursery: Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Able to use language in recalling past experiences</p> <p>Beginning to use a range of tenses (e.g. play, playing, will play, played)</p> <p>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others</p> <p>Talks more extensively about things that are of particular importance to them</p> <p>Builds up vocabulary that reflects the breadth of their experiences</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</p> <p>Reception: Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Links statements and sticks to a main theme or intention</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 read aloud what they have written with appropriate intonation to make the meaning clear.</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 wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</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, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>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.</p>	<p>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.</p> <p>To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is</p>	<p>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.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>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).</p>
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	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Introduces a storyline or narrative into their play</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter & full stop</p>					clear.	
Sentence Construction		<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>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.</p>



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Use of Phrases and Clauses		<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>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.</p> <p>To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>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.</p> <p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>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).</p> <p>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.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p> <p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
Punctuation		<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>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.</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>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.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation 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.</p>



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Use of terminology	Capital letter Digraph Grapheme Phoneme Sentence Letter Formation Curly Caterpillars Long Ladders One-armed Robots Zig-Zag	Adjective Article Capital letter Digraph Exclamation mark Full stop Grapheme Grapheme- Phoneme Correspondence (GPC) Phoneme Punctuation Question mark Root word Split Digraph Trigraph Word Word class Word family	Adverbs Apostrophe Comma Command Compound Conjunction Consonant Digraph Noun Noun Phrase Past Tense Present Tense Plural Prefix Possessive Progressive Pronoun- I Punctuation Root word Statement Suffix Subordinate/ subordination Word Word class Word family Past Tense Phoneme Phrase Syllable Tense Verb Vowel	Apostrophe Article Clause Compound/compounding Consonant Coordinate/coordination Direct Speech Homonym Homophone Inverted commas Main clause Noun Noun phrase Object Past tense Perfect Phoneme Phrase Plural Possessive Preposition Pronoun Subordinate Subordinate clause Subordinating conjunctions	Adverbial Apostrophe Article Clause Compound/compounding Coordinate/coordination Determiner Fronted Homophone Inflection Noun Noun phrase Object Past tense Perfect Phrase Possessive Standard English Synonym	Ambiguity Article Cohesion Cohesive devices Compound/compounding Etymology Homonym Infinitive Inflection Modal verb Modifier Morphology Object Parenthesis Relative clause Relative Pronoun	Active and passive Voice Antonym Article Auxiliary verb Bullet Points Ellipsis Grapheme Hyphen Infinitive Inflection Perfect tense Progressive tense Morphology

**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.*