



A.R.H. Curriculum Progression Document – Phonics (Writing)

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

National Curriculum Aims – Phonics (Writing)		
Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.	Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.	Writing also depends on fluent, legible and, eventually, speedy handwriting.

Nursery				Vocabulary
Objective	Phonics Phase	Activities	Date Covered	Mark making Pencil grip Sounds Letters and their names Phase 2 sounds – satpin I robot ... you say I say ... you robot
Add some marks to their drawings which they give meaning to for example “That says Mummy”.	Phase 1	Lots of opportunities for mark making in all areas of the classroom Outside mark making using chalk, water and paint Mark making based on interests and with a range of materials and tools like cars and crayons, foam, sand, glitter, dib dabbers Encouraging ch to talk about what it is they have done, making time for talk	Autumn	
Make marks on their picture to stand for their name.	Phase 1	Supporting ch with recognising print in the environment, differences between pictures and print Encouraging ch to label their work Names available to access in the classroom Writing their name on to model	Autumn	
<u>Physical Development</u> Develop manipulation and control when mark making.	Phase 1	Fine motor control activities, puzzles, play dough Parachute, scrunchie and elastic to strengthen finger muscles Range of manipulatives to count or use for writing Squiggle whilst you wiggle movements for mark making	Autumn	
<u>Physical Development</u> Manage buttons, zips and pour drinks.	N/A	Encourage ch to do own zips, buttons Dolls for dressing/undressing Encourage free access to snack table Pouring and filling containers, large jugs, bowls in water and sand tray	Autumn	
<u>Physical Development</u> Explore different materials and tools safely	N/A	Play dough with a range of tools Play dough cooking Mud kitchen	Autumn	

		<p>Modelling how to use scissors to cut different materials</p> <p>Investigate different materials such as baff gelli, foam, corn flour</p> <p>Building/construction area</p> <p>Modelling and exploring a range of materials and tools in the art area (paint brushes, scissors, hole punch, glue, sellotape)</p>		
Write some or all of their first name.	N/A	<p>Name writing practise in phonics</p> <p>Using their printed name to help them practise writing their name</p> <p>Letter writing practise using whiteboard pens</p> <p>Squiggle whilst you wiggle mark making</p> <p>Letter formation practise on large paper</p> <p>Writing letters using paint/water</p> <p>Writing letters in sand/glitter</p>	Spring	
Begin to write initial sounds as captions for drawings.	Phase 1	<p>Story maps with initial sounds</p> <p>Plenty of mark making opportunities with stories and word mats to encourage writing</p> <p>Phonics initial sound games</p> <p>Modelling initial sounds in writing and when speaking</p>	Spring	
Use some of their print and letter knowledge in early writing such as a pretend shopping list.	Phase 1	<p>Role play mark making opportunities</p> <p>Mark making available in other areas such as construction for building lists or job lists</p> <p>Writing for a purpose such as when it is their turn to go on the ipad</p> <p>Teachers area with whiteboard to encourage writing</p> <p>Moveable writing trolley or resources</p>	Spring	

<p><u>Physical Development</u> Use one handed tools such as scissors.</p>	N/A	<p>Cutting pasta Scissors available for ch to free access Free access to art resources Fine motor activities such as; tweezers, threading</p>	Spring	
<p><u>Physical Development</u> Use a comfortable grip with good control when holding pens and pencils.</p>	Phase 1	<p>Having access to a range of pens and pencils Modelling correct grip when practising writing Modelling writing for all to see</p>	Spring	
<p>Write their first name independently.</p>	Phase 1 and 2	<p>Encourage ch to write name on their work Using magnetic letters to spell their name Name jumble game</p>	Summer	
<p>Sequence a familiar story, using pictures or props to support.</p>	Phase 1 and 2	<p>Story sequencing using pictures Puppets and props to re-tell stories Story role play encouraging ch to act out the story and direct their friends Ch to make up own stories, rehearse and act out</p>	Summer	
<p>Can add captions to their pictures using initial sounds.</p>	Phase 1 and 2	<p>Story opportunities for mark making Pictures from stories for mark making about them CVC games Phonics phase 2 saptin sounds being taught Modelled writing Initial sound songs Initial sound alliteration games</p>	Summer	
<p><u>Physical Development</u> Show preference for dominant hand.</p>	N/A	<p>Squiggle whilst you wiggle mark making (both hands) Fine motor activities such as; tweezers with smaller objects, smaller threading, harder skills when using the elastic and scrunchie</p>	Summer	

<p><u>Physical Development</u> Use scissors confidently.</p>	<p>N/A</p>	<p>Being able to follow a line when cutting Cutting around pictures/objects without cutting into them Modelling how to use them safely to others</p>	<p>Summer</p>	
<p><u>Physical Development</u> Use a comfortable grip with good control when holding pens and pencils.</p>	<p>N/A</p>	<p>Can form recognisable letters using a range of media Child initiated writing Can hold a pencil correctly Outdoor writing Writing opportunities in all areas of classroom</p>	<p>Summer</p>	

Reception				Vocabulary
Objective	Phonics Phase	Activities	Date Covered	
Physical Development Use a range of small tools competently and confidently. Suggested tools: pencils, paint brushes, scissors and knives.	N/A	Messy writes shapes/patterns Scissor skills practise using spaghetti, big pieces of paper Play dough	Autumn	Phonemes Graphemes Phoneme frame Detect Segment Blend I robot ... you say I say...you robot Rhyme
Copy full name from a name label.	Phase 2	Name Cards Forming name using magnets Tracing over faint/highlighted letters to copy Messy writes Using self-registration name tags to take to their table Encouraging pupils to write name on work and models	Autumn	Sound Button Phoneme Phase 2 sounds Phase 2 Tricky words Phase 3 sounds Phase 3 Tricky words Digraph Trigraph CVC CVCC
Spell words by identifying the sounds and then writing the sound with letter/s.	Phase 2	Learn x2 new sounds each week practise identifying and writing the sounds. Robot arms to blend and segment Writing creatively to engage children (under tables, in different area, interest) Sound mats and other resources Sounds on display Songs and rhymes to support sounds	Autumn	
Form lowercase letters and capital letters correctly	Phase 2	Letter formation rhymes Letter formation g practise using whiteboards, chalk, magic wands Squiggle whilst you wiggle (movement to music) Follow the phase 2 sound mat order linking to phonics. Writing letters in sand/glitter/shaving foam	Autumn	

Is able to write their first name and starting to write their surname independently.	Phase 2	Name writing station in child initiated writing area Using self-registration tags to help with their surname Encouraging pupils to write full names on work Free writing area/books/paper	Spring	
Begin to use capital letters, finger spaces and full stops in independent writing.	Phase 2 and 3	Modelled writes Shared writing Child initiated writing Writing about something of interest or with purpose -story mapping -drama -reading stories and coming up with new endings to build vocab. Reminding/modelling the start and end of a sentence Showing different prints in the environment with capital letters and full stops, can the ch spot them. Prompts in writing area Capital Letter and lowercase letter matching games	Spring	
Physical Development Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to use tripod grip.	Phase 2	Pencil control work sheets Different thickness of pencils/pens to improve grip Scissor control sheets following line/patterns Different finger gym activities to build muscles. Pens and pencils – thin ones to be used for pupils who are able.	Spring	
Write short sentences with words with known sound-letter correspondences, using	Phase 2 and 3	Teach capital letter and full stop action Show children the difference between capital and non-capital letters and where there used.	Spring	

<p>a capital letter and a full stop.</p>		<p>Capital Letter and lowercase letter matching games Model sentence writing and complete in small groups Writing focus day on each sound taught. Writing sentences with sound taught in phonics sessions Reading lots of stories together showing modelled language Picture stimuli to support sentence writing Jumbled up word games to recreate a sentence Child initiated writing area with free access to different writing resources</p>		
<p>Use finger spaces most of the time.</p>	<p>Phase 2 and 3</p>	<p>Shared writing Modelled writing Laminated finger space aids available Using the action 'finger space' so children remember its needed after each word-print in environment</p>	<p>Spring</p>	
<p>Use a capital letter at the beginning of a sentence and a full stop at the end.</p>	<p>Phase 2 and 3</p>	<p>Prompts in writing area/tables Actions to support ch encouraged to check their work. Activities looking at sentences and circle capital letters and full stops Group/individual reading noticing them in their reading books Sentence writing in phonics Modelled writes Silly sentences Picture stimuli in child initiated writing</p>	<p>Summer</p>	
<p>ELG Writing Write recognisable letters, most of which are correctly</p>	<p>Phase 2</p>	<p>child initiated writing – forming letters with different media Letter formation rhymes</p>	<p>Summer</p>	

formed. -		<p>Topics of interest for purposeful writing</p> <p>Sound mat resources and other resources which excite children</p> <p>Tricky word mats</p> <p>Displays for ch to look out and double check letter formation.</p> <p>Modelling and teaching in phonics lessons</p> <p>Pens and pencils – thin ones to be used for pupils who are able.</p>		
<p>ELG Writing</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	Phase 2 and 3	<p>Use of robot arms whilst writing</p> <p>Oral segmenting and blending daily as part of phonics lessons.</p> <p>Sound mats</p> <p>Sounds on displays</p> <p>Sound rhymes and songs</p> <p>Sounds on display</p>	Summer	
<p>ELG Fine Motor</p> <p>Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>	Phase 2 and 3	<p>Letter formation practise using whiteboard and pens. Pupils to be using thin pens.</p> <p>Books and a pencil – thin pencils.</p> <p>Correct grip checked and modelled if needed.</p>	Summer	

Year 1				Vocabulary
Objective	Phonics Phase	Activities	Date Covered	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	N/A	Writing big, on our backs, on our hands etc. Letter formation rhymes. Letter guides. Ascender and Descender sorting Laminated letters to trace. Messy writing.		Sound Button Detect Segment Blend I say ...you robot I robot...you say Phoneme Grapheme Phoneme frames
To sit correctly at a table, holding a pencil comfortably and correctly.	N/A	Writing in phonics books. Tips for writing.		Phase 3 sounds Phase 3 Tricky words Digraph
To form digits 0-9.	N/A	Messy writing. Number formation rhymes. Modelling by adults Number cards to trace		Trigraph Phase 4 Tricky words Adjacent consonants Phase 5 Sounds
To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	N/A	Ascender/descender guessing game. Prompts in the classroom Modelling letters along a line. Letter formation rhymes. Handwriting prompts on tables.		Phase 5 Tricky words Split digraph Suffix Contractions Apostrophe Ascender Descender
To know all letters of the alphabet and the sounds which they most commonly represent.	Phase 2 and 3	Alphabet songs Phase 2/3 Jolly Phonics song. Flashcards Letter names for spelling words		
To recognise consonant digraphs which have been taught and the sounds which they represent	Phase 3 and 5	Phase 3 Jolly Phonics song Flashcards Sound buttons Sound mnemonics Obb and bob/Buried treasure games – writing the words and sound buttoning		

To recognise vowel digraphs which have been taught and the sounds which they represent.	Phase 5	Phase 3 Jolly Phonics song Flashcards Sound buttons Sound mnemonics Obb and bob/Buried treasure games – writing the words and sound buttoning		
To recognise words with adjacent consonants.	Phase 3 and 5	Obb and bob/Buried treasure games – writing the words and sound buttoning Segmenting - Robot arms Sound buttons		
To accurately spell most words containing the 40+ previously taught phonemes and GPCs.	Phase 5	Segmenting with actions eg. Robot arms What's in the picture? Writing ideas What's in the bag/box? – Writing ideas Change one letter Letter tiles/magnetic letters Phoneme frames Sound mats		
To spell some words in a phonically plausible way, even if sometimes incorrect.	Phase 3 and 5	Segmenting - Robot arms What's in the picture? – Writing ideas What's in the bag/box? – Writing ideas Change one letter Letter tiles/magnetic letters Phoneme frames Sound mats Actions for sounds to support		
To apply Y1 spelling rules and guidance.	Phase 5	Tricky word songs – writing them as songs play Tricky word flash cards Word of the day Weekly spellings Messy writing		
To spell all Y1 common exception words correctly.	Phase 5	Tricky word songs - writing them as songs play Tricky word flash cards Word of the day Weekly spellings Messy writing Tricky word mats on table		

To spell days of the week correctly.	N/A	Weekly spellings Modelling of date – pupils to write Days of the week songs Rhymes Ordering and writing in a list		
To use -s and -es to form regular plurals correctly.	Phase 6	's' and 'es' suffix cards Sorting games Matching games Sentence writing Root words treasure hunt		
To use the prefix 'un-' accurately.	Phase 6	Prefix cards Picture/word matching Opposites game Sentence writing Root words treasure hunt Word sort		
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).	Phase 6	Suffix cards Sentence writing Changing the tense of sentences. Picture/word matching Root words treasure hunt Word sort		
To spell simple compound words (e.g. dustbin, football).	Phase 5	Obb and bob/Buried treasure games – writing the words and sound buttoning Clapping the syllables Breaking words game Chunking / slicing the words up Segmenting - Robot arms		
To read words that they have spelt.	Phase 3 and 5	Sound buttons Reading to a teacher/friend Writing on IWB		
To take part in the process of segmenting spoken words into phonemes	Phase 3 and 5	Segmenting - Robot arms Various ways of sounding out (disco, ski, jump, clap etc) Sound mat spotting		

before choosing graphemes to represent those phonemes.		What's in the picture? – writing ideas What's in the bag/box? – writing ideas Phoneme frames Sound mats on tables.		
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Year 2				Vocabulary
Objective	Phonics Phase	Activities	Date Covered	
To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	N/A	Handwriting practice – ascenders, descenders, capital letters Smaller lines for size of writing Reminders in books (feedback from marking), Verbal reminders Examples of writing – what is wrong? Modelled/shared writing on the IWB by teacher and pupils in a range of genres		Sound Button Decode Segment Blend I say ...you robot I robot...you say Phoneme Grapheme Phase 5 sounds Phase 5 Tricky words
To form lower case letters of the correct size, relative to one another.	N/A	Handwriting practice – lines in books, ascenders and descenders. Reminders in books (feedback from marking) Verbal reminders Examples of writing, modelled/shared writing on the IWB by teacher and pupils in a range of genres		Digraph Trigraph Adjacent consonants Split digraph Suffix Prefix
To use spacing between words that reflects the size of the letters.	N/A	Use of prompts in the classroom (visual aids) Physical spacers Reminders in books Verbal reminders Modelled/shared writing on the IWB by teacher and pupils in a range of genres		Contractions Apostrophe Possessive singular apostrophe Alternative spelling Ascender
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.	Phase 5	Modelling by teacher Phonics games Visual prompts around room Games/songs to support. Sound mats to support Segmenting actions such as robot arms		Descender Homophones Dictionary Thesaurus
To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn	Phase 5 and 6	Weekly spellings sent home Reminders in books Visual clues/actions to support children in distinguishing between the words Phonics/word games		

some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).		Grammar lessons. Sound families Sorting words with alternative spellings – making lists/mindmaps		
To apply further Y2 spelling rules and guidance	Phase 5 and 6	Weekly spellings sent home Reminders in books Visual clues/actions to support children in distinguishing between the words Phonics/word games Grammar lessons.		
To spell most Y1 and Y2 common exception words correctly.	Phase 5	Weekly spellings sent home Tricky word songs – write the words in sentences. How many tricky words can you write in a minute competitions. Acronyms for tricky words Visual clues on display Word banks on tables Assessments.		
To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.	Phase 6	Weekly spellings sent home Reminders in books Visual clues/actions to support children, Phonics/word games Grammar lessons. Modelling by teacher. Use of dictionaries and thesaurus		
To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.	Phase 6	Weekly spellings sent home Reminders in books Visual clues/actions to support children, Phonics/word games Grammar lessons Modelling by teacher.		
To learn the possessive singular apostrophe (e.g. the girl's book).	Phase 6	Weekly spellings sent home Reminders in books Visual clues/actions to support children		

		Phonics/word games Grammar lessons Modelling by teacher.		
To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Phase 5 and 6	Phonics/word games Grammar lessons. Modelling by teacher. Prompts around room. Practising writing sentences dictated by teacher in phonics lessons. Reminders of punctuation.		
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 multi-syllabic words.	Phase 5	Using actions e.g clapping, robot arms, practising of segmenting words. Songs/games to support knowledge of phonemes/graphemes. Modelling by teachers.		
To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	Phase 5 and 6	Editing skills Use of dictionaries to check spellings.		