

CPA Progression for Writing

*Consolidation and application of previous skills

Area	GOLD	VIOLET	INDIGO	BLUE	GREEN	YELLOW	ORANGE
Phonics Whole Word Spelling		Letters and Sounds Phase 1 - Students should learn to: <ul style="list-style-type: none"> • show an awareness of rhyme and alliteration; • distinguish between sounds in the environment/ phonemes; • explore and experiment with sounds and words; • discriminate speech in words 	* Letters and Sounds Phase 1 - Students should learn to: <ul style="list-style-type: none"> • show an awareness of rhyme and alliteration; • distinguish between sounds in the environment/ phonemes; • explore and experiment with sounds and words; • discriminate speech in words Phase 2 Students should learn to: <ul style="list-style-type: none"> • use common consonants and vowels; • be able to blend and segment to read/ spell simple c-v-c words; • begin to learn 'tricky words' that cannot be segmented; • understand that words are constructed from phonemes and that phonemes are represented by graphemes. Phase 3- Students should learn to: <ul style="list-style-type: none"> • know at least one grapheme for each of the 44 phonemes • read and spell a wide range of c-v-c words; • use all letters and less frequent consonant digraphs and some long 	* Letters and Sounds Phase 4 This is a consolidation unit. There are no new graphemes to learn. Instead, students learn to: <ul style="list-style-type: none"> • read and spell more 'tricky words'; • segment adjacent consonants in words and apply this to spelling; • blend adjacent consonants in words and apply this skill when reading unfamiliar texts. 	* Letters and Sounds Phase 5 Students learn to: <ul style="list-style-type: none"> • read phonetically decodable two-syllable and three-syllable words; • use alternative ways to pronounce and spell the graphemes corresponding to the long vowel phonemes; • make phonetically plausible attempts to spell complex words. Phase 6 Students learn to: <ul style="list-style-type: none"> • recognise phonic irregularities and become more secure with less common grapheme-phoneme correspondences; • apply phonic skills and knowledge to recognise and spell an increasing number of complex words; • recognise and use the past tense; • begin to investigate spelling patterns and learn how to add suffixes e.g. -ed to words; • break down longer words to help with 	*	* Students learn to -spell some words with 'silent' letters <ul style="list-style-type: none"> • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1

			vowel phonemes; • continue to learn 'tricky words'.		their spelling; • apply strategies to enable them to become independent spellers e.g. by finding and learning the difficult bits in words		
Other Word Building Spelling				Students will learn to • use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • use –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1	* Students will • learn the possessive apostrophe (singular) • learn to spell more words with contracted forms • learn to add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • learn to apply spelling rules and guidelines from Appendix 1	* Students will learn to • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary • use dictionaries to check the spelling and meaning of words	*
Transcription		Students will learn to Track from left-to-right Distinguish between the different marks they make Use emergent writing to convey message	* Students will learn to • leave spaces between words • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far and a full stop.	* Students will learn to • write from memory sentences dictated by the teacher that include words using the GPCs and common exception words taught so far and the punctuation taught.	*	*	*

Area	GOLD	VIOLET	INDIGO	BLUE	GREEN	YELLOW	ORANGE
Handwriting	Students learn to: -Pick up small object using a fist grip -hold a one-handed tool e.g. a crayon, in a whole hand grip -use pincer grip (forefinger and thumb) to pick up objects -Begin to make marks. Can be with variety of tools e.g. paint, pencil, pen, chalk, water	* Students learn to: -Handle tools, such as crayons, brushes, glue, cutlery etc with functional control (i.e. can use effectively) -make marks, including circles, lines and dots -copy vertical line -copy simple shapes, symbols, pictures, (letters or numbers) that incorporate crossing and joining lines (e.g. circle, square and cross)	* Students learn to: • 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 as per Nelson scheme (CPA policy) • form capital letters	* Students learn to: • form lower-case and capital letters of the correct size relative to one another	* Students will: • increase the legibility, consistency and quality of their handwriting	* Students learn to: • develop their own handwriting style which is legible and consistent	*
Contexts for Writing			Genre to be Linked to Topic Area				
Planning Drafting Editing Performing Writing		Students learn to: • Gives meaning to marks they make as they draw, write and paint. • Begin to break the flow of speech into words.	* Students learn to: • say out loud what they are going to write about • Write labels and captions for pictures composing a sentence orally before writing it	* Use of Talk for Writing			* Students learn to: • plan - noting and developing initial ideas, drawing on reading and research where necessary
Vocabulary			Students learn: Words of personal significance	* Students learn to: • join words and join clauses using "and" • expand noun phrases to describe and specify	* Students learn to: -Join 2 phrases using common conjunctions eg but/because/and	* Students learn to: • extend a range of sentences with more than one clause, by using a wider range of conjunctions, eg when, if, because, although • choose nouns or pronouns appropriately for clarity/ cohesion/to avoid repetition • use conjunctions, adverbs,	* Students learn to: • use a thesaurus • use an expanded noun phrase to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility

						prepositions to express time and cause (and place)	
Grammar			<p>Students learn:</p> <ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) to separate words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I' to use the correct form of 'a' or 'an' 	<p>*</p> <p>Students learn:</p> <ul style="list-style-type: none"> verb suffixes where root word is unchanged (-ing, -ed, -er) to combine words to make sentences, including using and to sequence sentences to form short narratives sentences with different forms: question, exclamation the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) some features of written Standard English sentence demarcation to use commas in lists 	<p>*</p> <p>Students learn to use:</p> <ul style="list-style-type: none"> suffixes to form new words (-ful, -er, -ness) apostrophes for omission & singular possession some features of written Standard English 	<p>*</p> <p>Students learn:</p> <ul style="list-style-type: none"> to form nouns using prefixes (super-, anti-) word families based on common words (solve, solution, dissolve, insoluble) to use fronted adverbials the difference between plural and possessive -s extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion 	<p>*</p> <p>Students learn to:</p> <ul style="list-style-type: none"> use the perfect form of verbs to mark relationships of time and cause use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun convert nouns or adjectives into verbs use verb prefixes use devices to build cohesion, including adverbials of time, place and number
Punctuation			<p>Students learn to:</p> <ul style="list-style-type: none"> Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. use capital letters for names and the pronoun I 	<p>*</p> <p>Students learn to:</p> <ul style="list-style-type: none"> use commas for lists and apostrophes for contracted forms and possessive(singular) 	<p>*</p> <p>Students learn to:</p> <ul style="list-style-type: none"> use and punctuate direct speech 	<p>*</p> <p>Students learn to:</p> <ul style="list-style-type: none"> use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas) 	<p>*</p> <p>Students learn to:</p> <ul style="list-style-type: none"> use commas to clarify meaning or avoid ambiguity in writing use brackets, dashes or commas to indicate parenthesis use hyphens to avoid ambiguity use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list

							punctuating bullet points consistently
Grammatical Terminology			<p>Students learn the terminology:</p> <p>consonant , vowel, letter, capital letter, word, singular, plural , sentence punctuation, full stop, question/exclamation mark</p>	<p>* Students learn the terminology:</p> <p>subject, object, bullet points, prefix, noun, noun phrase, question, comma exclamation, adjective, verb, suffix , apostrophe, tense</p>	<p>* Students learn the terminology:</p> <p>adverb, preposition conjunction, word family, speech, speech marks, adverb tense (past, present)</p>	<p>* Students learn the terminology:</p> <p>pronoun</p>	<p>* Students learn the terminology:</p> <p>active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon,</p>

CPA Progression for Reading

***Consolidation and application of previous skills**

Area	GOLD	VIOLET	INDIGO	BLUE	GREEN	YELLOW	ORANGE
<p>Decoding and Word Recognition</p>	<p>Letters and Sounds Phase1 Students should learn to:</p> <ul style="list-style-type: none"> • show an awareness of rhyme and alliteration; • distinguish between sounds in the environment/ phonemes; • explore and experiment with sounds and words; • discriminate speech in words <p>Students learn to:</p> <ul style="list-style-type: none"> • Match object to object -Match object to photo -Match object to picture -Match picture to picture -Match object to symbol -Match sequence or pattern of blocks or beads -Complete simple inset puzzle 	<p>* Letters and Sounds Phase 1 Students should learn to:</p> <ul style="list-style-type: none"> • show an awareness of rhyme and alliteration; • distinguish between sounds in the environment/ phonemes; • explore and experiment with sounds and words; • discriminate speech in words <p>Students learn :</p> <ul style="list-style-type: none"> -to show an interest in illustrations and print in books and print in the environment. •to recognise familiar words and signs such as own name and advertising logos. • that print carries meaning and, in English, is read from left to right and top to bottom. •through reading stories that students already know and pausing at intervals to encourage them, that they can ‘read’ the next word. 	<p>* Letters and Sounds Phase 1 Students should learn to:</p> <ul style="list-style-type: none"> • show an awareness of rhyme and alliteration; • distinguish between sounds in the environment/ phonemes; • explore and experiment with sounds and words; • discriminate speech in words <p>Phase 2 Students should learn to:</p> <ul style="list-style-type: none"> • use common consonants and vowels; • be able to blend and segment to read/ spell simple c-v-c words; • begin to learn ‘tricky words’ that cannot be segmented; • understand that words are constructed from phonemes and that phonemes are represented by graphemes. <p>Phase 3 Students should learn to:</p> <ul style="list-style-type: none"> • know at least one grapheme for each of the 44 phonemes 	<p>* Phase 4 This is a consolidation unit. There are no new graphemes to learn. Instead, students learn to:</p> <ul style="list-style-type: none"> • read and spell more ‘tricky words’; • segment adjacent consonants in words and apply this to spelling; • blend adjacent consonants in words and apply this skill when reading unfamiliar texts. <p>Students to read: 100 High Frequency Words Common suffixes</p> <p>Students learn to use context and syntax cues</p>	<p>* Letters and Sounds Phase 5 Students learn to:</p> <ul style="list-style-type: none"> • read phonetically decodable two-syllable and three-syllable words; • use alternative ways to pronounce and spell the graphemes corresponding to the long vowel phonemes; • make phonetically plausible attempts to spell complex words. <p>Phase 6 Students learn to:</p> <ul style="list-style-type: none"> • recognise phonic irregularities and become more secure with less common grapheme-phoneme correspondences; • apply phonic skills and knowledge to recognise and spell an increasing number of complex words; • recognise and use the past tense; • begin to investigate spelling patterns and learn how to add suffixes e.g. -ed to words; • break down longer words to help with their spelling; • apply strategies to enable them to become 	<p>* Students learn to: -apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p>	<p>*</p>

			<ul style="list-style-type: none"> • read and spell a wide range of c-v-c words; • use all letters and less frequent consonant digraphs and some long vowel phonemes; • continue to learn 'tricky words'. Picture Cues Recognising words of personal significance – Names, Mum, Dad etc		independent spellers e.g. by finding and learning the difficult bits in words		
Area	GOLD	VIOLET	INDIGO	BLUE	GREEN	YELLOW	ORANGE
Range of Reading	Students learn to: <ul style="list-style-type: none"> •Enjoy looking at books and other printed material with familiar people. •Handle books and printed material with interest. -Adults will support developing responses as students learn to anticipate and join in with finger and word play	* Students should learn to: <ul style="list-style-type: none"> • Listen to and join in with stories and poems, one-to-one and also in small groups. • Listen to stories with increasing attention and recall. 	* Students should learn to: <ul style="list-style-type: none"> •listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently and expressing their views Adults should encourage students to link what they have read or have heard read to them to their own experiences	* Students should learn to: <ul style="list-style-type: none"> -listen to, discuss and express views about a wide range of texts See Speaking and Listening	* Students should learn to: <ul style="list-style-type: none"> -listen to, discuss and express views about a wide range of texts -continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *read books that are structured in different ways and reading for a range of purposes *make comparisons within and across books See Speaking and Listening	* Students should learn to: <ul style="list-style-type: none"> -listen to, discuss and express views about a wide range of texts *make comparisons within and across books -continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *read books that are structured in different ways and reading for a range of purposes *make comparisons within and across books See Speaking and Listening	* Students should learn to: <ul style="list-style-type: none"> -continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *read books that are structured in different ways and reading for a range of purposes *make comparisons within and across books See Speaking and Listening
Familiarity with text	Students learn to: <ul style="list-style-type: none"> -Turn pages of book, several at a time •Adults encourage and support students's responses to picture books and 	* Students learn : <ul style="list-style-type: none"> •that information can be relayed in the form of print. • to sit and look at picture books by self for short time 	* -Students should learn and practise the skill of sharing & telling stories from pictures when being introduced to a new text they are going to read for themselves	* Students should learn to: <ul style="list-style-type: none"> -become increasingly familiar with and be able to retell a wider range of stories, fairy stories and traditional 	* Students will have opportunities to: <ul style="list-style-type: none"> -increase their familiarity with a wide range of books(see genre list) and retell some of these orally *identify themes and conventions in a wide range of books 		

	<p>stories you read with them.</p> <ul style="list-style-type: none"> •Adults use different voices to tell stories and encourage young students to join in wherever possible. 	<p>-to share books with adults or other</p> <p>-to turn single pages of a book</p> <p>-to repeat words or phrases from familiar stories.</p> <ul style="list-style-type: none"> •to begin to be aware of the way stories are structured. 	<p>-Students should become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Students should learn to:</p> <ul style="list-style-type: none"> *recognise and join in with predictable phrases •Suggest how the story might end. 	<p>tales</p> <ul style="list-style-type: none"> *recognise simple recurring literary language in stories and poetry 			
Poetry and Performance	<p>Students will be given opportunity to</p> <ul style="list-style-type: none"> • Enjoy rhyming and rhythmic activities. 	<p>*</p> <p>Students will be taught to</p> <ul style="list-style-type: none"> •recognise some favourite rhymes, songs, poems or jingles •become aware of rhyme and alliteration •Recognise rhythm in spoken words. 	<p>*</p> <p>Students will be given opportunity to:</p> <ul style="list-style-type: none"> *learn to appreciate rhymes and poems, and to recite some by heart 	<p>*</p> <p>Students will be given opportunity to</p> <ul style="list-style-type: none"> *continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<p>*</p> <p>Students will be taught to:</p> <ul style="list-style-type: none"> *prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 		
Area	GOLD	VIOLET	INDIGO	BLUE	GREEN	YELLOW	ORANGE
Word Meanings	<p>-Students will be taught to look at pictures and be able to point to or pat some of them when named</p>		<p>*</p> <p>Students will be taught to discuss word meanings</p>	<p>*</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> -discuss and clarify the meanings of words *discuss their favourite words and phrases 	<p>*</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> -use dictionaries to check the meaning of words that they have read 	*	*
Understanding		<p>Students will learn to:</p> <ul style="list-style-type: none"> • Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. 	<p>*</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> -draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and 	<p>*</p> <p>Students will learn to:</p> <ul style="list-style-type: none"> -discuss the sequence of events in books *draw on what they already know or on background information and vocabulary provided by the teacher *check that the text 	<p>*</p> <p>Students will learn to :</p> <ul style="list-style-type: none"> -check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *ask questions to improve their understanding of a text *identify main ideas drawn from more than one paragraph and summarise these 		

			correct inaccurate reading - Re-read text for understanding	makes sense to them as they read and correct inaccurate reading		
Inference			* Students will learn to: -discuss the significance of the title and events *make inferences on the basis of what is being said and done	* Students will learn to: -make inferences on the basis of what is being said and done *answer and ask questions	* Students will learn to: -draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	
Prediction		Students will learn to: •Fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.	* Students will learn to: -predict what might happen on the basis of the front cover and then from what has been read so far	* Students will learn to: -predict what might happen on the basis of what has been read so far and predict plausible alternatives	* Students will learn to: -predict what might happen from details stated and implied	
Authorial Intent					Students will learn to: -discuss words and phrases that capture the reader's interest and imagination -identify how language, structure, and presentation contribute to meaning * Students will learn to: -identify how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	
Non-Fiction			Students will be given opportunity to: -Share non-fiction -Retrieve information	* Students will learn to: -Share non-fiction and know/use features to retrieve information-glossary, contents, index etc -Identify main ideas drawn from more than one paragraph	* Students will learn to: -distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	
<u>Area</u>	GOLD	VIOLET	INDIGO	BLUE	GREEN	YELLOW/ ORANGE
Discussing Reading			Students will learn to: -Talk about what has been read to them	* Students will learn to: -Participate in discussion about books -Discuss their understanding of books, poems and	* Students will learn to: -participate in discussion about both books that are read to them and those they can read for	* Students will learn to: -participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

				other material, both those that they listen to and those they read for themselves	themselves, taking turns and listening to what others say	
Comprehension Research			<p>Students will learn to:</p> <ul style="list-style-type: none"> •Describe main story settings, events and principal characters. -Answer literal retrieval questions -Explain clearly their understanding of what is read to them 	<p>Students will learn to:</p> <ul style="list-style-type: none"> •Describe story settings, events and characters. -Answer literal retrieval questions -Draw on what they already know or on background information and vocabulary provided by the teacher -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves so far 	<p>Students will learn to:</p> <ul style="list-style-type: none"> -Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Ask questions to improve their understanding of the text 	<p>Students will learn to:</p> <ul style="list-style-type: none"> -Check that the book makes sense to them, discussing their understanding and explaining the meaning of words in context -Ask questions to improve their understanding