



PROGRESSION IN WRITING – YEAR 1



	Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Grammar and Punctuation	<ul style="list-style-type: none">- Write phrases, simple sentences or sentence-like structures, which can be partly understood.- Sometimes use 'and' to join words and clauses.- Sometimes use a capital letter and full stop to show sentence boundaries, sometimes in the right place.- Talk about question marks and exclamation marks; begin to know their purpose.- Use a capital letter for their name and for the personal pronoun 'I'.- With prompting, include adjectives to describe something.- Begin to use some features of Standard English, with prompting.	<ul style="list-style-type: none">- Write sentences or sentence-like structures which can be clearly understood.- Often use 'and' to join words and clauses.- Sometimes use a capital letter and full stop to show sentence boundaries.- Sometimes use a question mark or an exclamation mark in the right place.- Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.- Sometimes include adjectives for description.- Begin to use some features of Standard English e.g. I did.	<ul style="list-style-type: none">- Write sentences which are usually grammatically accurate.- Experiment with a range of joining words.- Reliably use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.- Use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.- Often include adjectives for description.- Use some features of Standard English e.g. I did, we were.
Spelling	<ul style="list-style-type: none">- Write from memory, short and simple dictated phrases or sentences containing the GPCs and words taught so far.- Spell words containing each of the phonemes taught so far.- Spell words using the prefix un- e.g. unhappy, unfair; some of the suffixes –ing, -ed, -er and –est where no change is made to the root word.- Spell some common exception words in the YR 1 spelling appendix.- Recognise and understand what a compound word is.- Begin to understand the words 'singular' and 'plural'. Know how to add s to make plural nouns.- Name most letters of the alphabet; know some letter sequences in alphabetical order.To begin to spell some of the Y1 common exception words correctly	<ul style="list-style-type: none">- Write from memory, simple dictated sentences containing the GPCs and words taught so far.- Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.- Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word.- Spell most common exception words in the YR 1 spelling appendix.- Recognise and spell a set of simple compound words.- Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.- Name the letters of the alphabet in order.- To spell some of the Y1 common exception words correctly	<ul style="list-style-type: none">- Confidently write from memory, simple dictated sentences containing the GPCs and words taught so far.- Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs.- Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word; know how the affix affects the meaning of the word.- Spell at least all the common exception words in the YR 1 spelling appendix.- Recognise and spell a wide range of simple compound words.- To spell most of the Y1 common exception words correctly



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Handwriting	<ul style="list-style-type: none">- Some letters are correctly formed and orientated, including lower case, capital letters and digits.- Capital letters formed correctly for one's own name and the personal pronoun 'I'.- Some spaces are left between words, although inconsistently.- Most letters sit on the line, sometimes with guidance.	<ul style="list-style-type: none">- Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.- Capital letters formed correctly for some names of people, places and the days of the week.- Some spaces are left between words, although inconsistent.- Most letters sit on the line correctly.	<ul style="list-style-type: none">- Most letters are correctly formed and orientated, including lower case, capital letters and digits.- Capital letters formed correctly and appropriately, relative to lower case letters.- Spaces between words are appropriate in size.- Letters sit on the line correctly.- Some letters may be joined.
Planning, writing and editing	<ul style="list-style-type: none">- Say out loud what they are going to write about; talk about where the sentence begins and ends, with support.- Attempt to write to the task.- Write simple phrases and sentences to form narratives based on real or fictional experiences.- Orally compose and write simple poems, usually as a group.- With support, re-read writing to check it makes sense.- Make a simple change where suggested - directed by an adult.	<ul style="list-style-type: none">- Compose sentences orally before writing; talk about where the sentence begins and ends.- Attempt to write appropriately to the task.- Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.- Compose orally and write simple poems.- Re-read writing to check it makes sense.- Make simple changes where suggested - directed by an adult.	<ul style="list-style-type: none">- Compose sentences orally before writing; talk with some confidence about where the sentence begins and ends.- Write appropriately to the task.- Write sequences of accurate sentences to form narratives based on real or fictional experiences.- Orally compose and write a variety of simple poems, sometimes independently.- Re-read writing independently, to check it makes sense.- Discuss own writing with others; make simple changes where suggested.
Awareness of audience/ purpose and structure	<ul style="list-style-type: none">- 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- to-one and as a whole class) and from their wider experiences- To read aloud what they have written with appropriate intonation to make the meaning clear		