

Progression in Writing – Year 1

	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Grammar and Punctuation Children in KS1 use The Sentence Toolkit to support GPS <i>describe</i> <i>describing words</i> <i>capital letter</i> <i>full stop</i> <i>question mark</i> <i>exclamation mark</i>	<ul style="list-style-type: none"> ➤ Write phrases, simple sentences or sentence-like structures ➤ 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. ➤ Oral story telling using the simple present tense and past tense ➤ Often use 'and' to join words and clauses. ➤ Start to use 'but', 'when' or 'because' ➤ Sometimes use a capital letter and full stop to show sentence boundaries. ➤ Sometimes use a '?' or '!' in the right place (include these in simple dictations) ➤ 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 ➤ Write narrative using the simple present tense and past tense ➤ 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, simple dictated sentences which include familiar words and GPCs taught so far ➤ By the end of the year pupils will be able to spell the Days of the Week, words containing each of the 40+ phonemes already taught & the common exception words taught so far 		
Spelling Shed Scheme Level 1	<ul style="list-style-type: none"> ➤ The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck if they come straight after a single vowel letter in short words 	<ul style="list-style-type: none"> ➤ The long vowel sound /i/ spelled with a split digraph i_e. ➤ The long vowel sound /o/ spelled with the split digraph o_e. 	<ul style="list-style-type: none"> ➤ The 'oa', 'oe' digraphs ➤ The 'ou' digraph ➤ The 'ow' digraph ➤ The 'oo' and 'yoo' sounds can be spelled as u_e, ue and ew. If words

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	<ul style="list-style-type: none"> ➤ The /k/ sound spelled 'k' before e, l and y. The /nk/ sound found at the end of words usually comes after a vowel ➤ The -tch This sound is usually spelled as 'tch' when it comes after a single vowel letter ➤ Some words end with an /e/ sound spelled 'y' ➤ Adding s and es to words (plurals) ➤ Adding the suffixes – ing and –ed to verbs. ➤ Adding –er, –est and un- to words. ➤ The /ai/ and /oi/ digraphs. ➤ The ay and oy digraphs. ➤ The long vowel sound /a/ and /e/ spelled with the split digraph a-e 	<ul style="list-style-type: none"> ➤ The long vowel /oo/ and /yoo/ sounds spelled as u-e. ➤ The /ar/ consonant digraph ➤ Long vowel sound /e/ spelled ee. ➤ The long vowel sound /e/ spelled ea. ➤ The short vowel sound /e/ spelled ea. ➤ The vowel digraph er ➤ The vowel digraph er ➤ The digraphs ir and ur. ➤ The long vowel sound /oo/ as in Zoo24. ➤ The short vowel sound 'oo' as in foot. 	<p>end in the /oo/ sound, then it is likely that they will be spelled ew or ue</p> <ul style="list-style-type: none"> ➤ The digraph 'ie' making the /ai/ sound as in pie ➤ The digraph 'ie' making the /ee/ sound. ➤ The long vowel sound /i/ spelled 'igh.' ➤ The /or/ sound. The vowel digraph 'or' and trigraph 'ore. ➤ The /or/ sound spelled with the digraph aw or au. ➤ The trigraphs 'air' and 'ear'. ➤ The /er/ sound spelled with 'ear' or 'are' ➤ Words with 'ph' or 'wh' spellings.
Handwriting	<ul style="list-style-type: none"> ➤ Children should sit correctly at the table with a comfortable pencil grip ➤ Some letters are correctly formed and orientated following the cursive style, 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 ➤ Children should practise handwriting 'letter families' 	<ul style="list-style-type: none"> ➤ Most letters are correctly formed and orientated, including lower case, capital letters and digits ➤ Increasing consistency 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

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Planning, Writing & Editing	<ul style="list-style-type: none"> ➤ Say out loud what they are going to write about ➤ Rehearse sentences orally, with support ➤ 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 	<ul style="list-style-type: none"> ➤ Compose sentences orally before writing; talk about where the sentence begins and ends ➤ Begin to write appropriately to the task ➤ Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences ➤ Orally compose and write simple poems with support ➤ Begin to 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 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"> ➤ Write for different purposes with a growing awareness of simple fiction and non-fiction structures ➤ Develop language skills when discussing their writing; maximise the opportunity to discuss the effects of language using their own experiences ➤ Read aloud what they have written with appropriate intonation to make the meaning clear 		