



## Writing Progression Year 1

Autumn	Spring	Summer
<p><b>Key -three 'Front Loaded' Objectives:</b></p> <ul style="list-style-type: none"> <li>- To use finger spaces between words</li> <li>- To leave spaces between words</li> <li>- To sit correctly at a table, holding a pencil comfortably and correctly</li> </ul>	<p><b>Key -three 'Front Loaded' Objectives:</b></p> <ul style="list-style-type: none"> <li>- Cohort specific and to be determined by Class Teacher after Implications sheets</li> </ul>	<p><b>Key -three 'Front Loaded' Objectives:</b></p> <ul style="list-style-type: none"> <li>- Cohort specific and to be determined by Class Teacher after Implications sheets</li> </ul>
<p>TAPS  <b>To entertain</b>  <b>To inform</b>            Character Description , Poem , Narrative, Narrative, Recount, Instructions</p>	<p>TAPS            To instruct  <b>To inform</b>            Narrative, Letter, Formal Letter, Recount, Recount, Narrative</p>	<p>TAPS  <b>To entertain</b>  <b>To instruct</b>            Non-chronological report, Formal Letter, Narrative, Recount, Recount</p>
<p><b><u>Features of Writing</u></b>            Sequences sentences to form short narratives, leaves spaces between words, joins words and joins clauses using 'and'</p> <p><b><u>Punctuation</u></b>            Begins to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, use a capital letter for names of people, places, the days of the week and personal pronoun 'I'</p> <p><b><u>Spelling</u></b>            Uses words containing each of the 40+ phonemes already taught, uses common exception words, knows the days of the week, using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs, uses prefix un, uses ing, ed, er and est where no change is needed in the spelling of root words</p> <p><b><u>Handwriting</u></b>            Sits correctly at a table, and holds a pencil comfortably and correctly, begins to form lower-case letters in the correct direction, starting and finishing in the right place, forms capital letters, forms digits 0-9, understands which letters belong to which handwriting 'families' and practises these</p> <p><b><u>Editing</u></b>            Y1 – re-reading what they have written to check it makes sense</p>		



<p><u>Writing Transcription</u> Some spelling is correct, including spelling some common exception words Evidence that pupil is using their understanding of phonics to spell</p> <p><u>Writing Composition</u> Four simple sentences following the same pattern; e.g He has The model ' Spring is ' used to create a poem Sentences sequences to form a short narrative A short narrative has been written, but without appropriate sentence punctuation Some traditional story language Sentences sequenced to form a short recount Use of steps written in style of instructions</p> <p><u>Writing Grammar and Punctuation</u> Four sentences with a capital letter and full stop Adjectives to form descriptions Space between words Capital letters to start sentences, including the pronoun 'I' Exclamation marks to show exclamatory statements Some adjectives Uses 'and' to join Some correctly demarcated sentences , but inconsistently uses capital letters Capital letters for proper nouns and a full stop used. Line spaces between words Uses 'because' accurately Some understanding of starting sentences in different ways</p>	<p><u>Writing Transcription</u> Some spelling is correct, including spelling some common exception words Evidence that pupil is using their understanding of phonics to spell</p> <p><u>Writing Composition</u> Sentences sequenced to form a short narrative Sentences sequenced to form a short letter Some letter language used; e.g Dear Some letter language used; e.g 'Dear' and 'Love xxx' Sentences used to form a short recount Recount organised using question subheadings</p> <p><u>Writing Grammar and Punctuation</u> Spaces between words Some coordinating conjunctions; e.g and,so Sometimes uses conjunctions; e.g and, because Correct syntax for question and correct use of question mark Correct use of capital letters for names and 'I' Range of tenses used Some adjectives Accurately punctuates most sentences Accurate use of 'but', 'and'</p>	<p><u>Writing Transcription</u> Some spelling is correct, including spelling some common exception words Evidence that pupil is using their understanding of phonics to spell</p> <p><u>Writing Composition</u> Sentences sequenced to form a short report Report organised using question subheadings Sentences sequenced to form a short letter Some letter language (salutation) used Sentences sequenced to form a short narrative Sentences sequenced to form a short recount Sentences used to form a diary extract Writing in the style of a diary with consistent use of first person</p> <p><u>Writing Grammar and Punctuation</u> Spaces between words Correct use of capital letters, including for 'Neil Armstrong' or other proper nouns Correct use of 'because', 'and,' when Most sentences punctuated correctly including question mark Capitals for proper nouns Correct use of 'and' and 'then'</p>
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		<p>Some adjectives          Attempt writing an exclamation mark          Sentences start in different ways, to connect ideas          Form sequenced sentences          Correct use of 'suddenly'</p>
<p><b><u>Working Towards</u></b></p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• Orally compose sentences</li> <li>• Write phrases and sentences that can be read by others</li> <li>• Write simple narratives (real or fictional), sometimes sequencing events</li> <li>• Spell some Y1 common exception words Make phonically plausible attempts to spell words independently</li> <li>• Form most letters correctly (uppercase and lower case)</li> <li>• Demonstrate an awareness of how sentences are demarcated with capital letters and full stops.</li> </ul>	<p><b><u>Expected</u></b></p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• Orally compose sentences</li> <li>• Read their own work aloud to check for sense</li> <li>• Write simple narratives with sequenced events (real or fictional)</li> <li>• Write phrases and sentences for a range of purposes</li> <li>• Make some effective use of story language (e.g. Once upon a time)</li> <li>• Demarcate some sentences in their writing with capital letters and full stops or question marks</li> <li>• Use 'and' to join clauses</li> <li>• Make some use of capitals for proper nouns</li> <li>• Spell many Y1 common exception words</li> <li>• Use a range of graphemes to spell words with long vowel phonemes and show increasing awareness of spelling rules</li> <li>• Make some use of 'ing' and 'ed' suffixes</li> <li>• Pluralise regular nouns</li> <li>• Maintain finger spaces between words Form letters with correct orientation and from the correct starting point</li> </ul>	<p><b><u>Greater Depth</u></b></p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> <li>• write simple coherent narratives about personal experiences or to retell a story</li> <li>• demarcate many sentences with capital letters, full stops and question marks.</li> <li>• Use a range of co-ordinating conjunctions to join phrases (and, but, so)</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others</li> <li>• spell most Y1 common exception words</li> <li>• form letters of the correct size and orientation most of the time and consistently use spacing between words.</li> </ul>

