

Writing Progression | Year 1

Writing Composition	Writing Transcription and Vocabulary, Grammar and Punctuation	Text Types and Context								
<p>(Key performance indicators in bold)</p> <p>Drafting</p> <ul style="list-style-type: none"> Write sentences by saying out loud what they are going to write about. Write sentences by composing a sentence orally before writing it <p>Structure</p> <ul style="list-style-type: none"> Write sentences by sequencing sentences to form short narratives <p>Edit and proof-read</p> <ul style="list-style-type: none"> Write sentences by re-reading what they have written to check that it makes sense. <p>Evaluate own writing</p> <ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils <p>Oral presentation of writing</p> <ul style="list-style-type: none"> Read aloud their writing clearly enough to be heard by their peers and teacher 	<p>Vocabulary, grammar and punctuation</p> <p>Text</p> <ul style="list-style-type: none"> Sequencing sentences to form short narratives. <p>Sentence Construction</p> <p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using 'and' How words can combine to make sentences Pupils should be taught to recognise sentence boundaries in spoken sentences. <p>Punctuation</p> <p>Develop their understanding of the concepts set out in Appendix 2 by:</p> <ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Separation of words with spaces <p>Standard English</p> <ul style="list-style-type: none"> Pupils should begin to use some of the distinctive features of Standard English in their writing. <p>Terminology</p> <ul style="list-style-type: none"> Use the grammatical terminology in English Appendix 2 in discussing their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark <p>Writing Transcription</p> <ul style="list-style-type: none"> Spells words containing each of the 40+ phonemes already taught Names the letters of the alphabet in order Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Can spell common exception words Can spell the days of the week Can add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Adds prefixes using un- Uses -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] Applies simple spelling rules and guidance, as listed in English Appendix 1 Begins to form lower-case letters in the correct direction, starting and finishing in the right place Sits correctly at a table, holding a pencil comfortably and correctly Forms capital letters Forms digits 0-9 Understands which letters belong to which handwriting 'families' [i.e. letter that are formed in similar ways] and practices these. 	<p>Autumn</p> <ul style="list-style-type: none"> Narrative: Lost in the Toy Museum, Traditional Tales Report: Writing to compare old and new toys Poetry: Autumn/Fireworks 	<p>Spring</p> <ul style="list-style-type: none"> Narrative: stories from other cultures, The Tiger Who Came to Tea, Where the Wild Things Are Recount: On Safari Report: Letter to museum Instructions: How to Clean Teeth Poetry with predictable phrases 	<p>Summer</p> <ul style="list-style-type: none"> Narrative: write/retell stories – Grandad's Island, The Lighthouse Keepers Lunch, Elmer Report: Letter to new teacher Poetry: seaside theme 						
		<p>Possible writing stimulus</p> <ul style="list-style-type: none"> Traditional tales – fairy tales Traction Man is Here (Mini Grey) That Rabbit Belongs to Emily Brown (Cressida Cowell & Neal Layton) Lost in the Toy Museum: An Adventure (David Lucas) Further book ideas at https://www.booksfortopics.com/toys 	<p>Possible writing stimulus</p> <ul style="list-style-type: none"> Stories reflecting own experiences eg: <ul style="list-style-type: none"> Let's Get a Pup! (Bob Graham) Jabari Jumps (Gaia Cornwell) You Matter (Christian Robinson) Ruby's Worry (Tom Percival) Link to animal theme: Dear Zoo (Rod Campbell) Further book ideas at https://www.booksfortopics.com/transport 	<p>Possible writing stimulus</p> <ul style="list-style-type: none"> Stories with predictable phrasing <ul style="list-style-type: none"> Stick Man and The Gruffalo (Julia Donaldson) Favourite stories Elmer (David Mckee) The Lighthouse Keeper's Lunch (Ronda and David Armitage) Further book ideas at https://www.booksfortopics.com/seaside 						
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<p>Year 1 Statutory Requirements:</p> <p>Spell: words containing each of the 40+ phonemes already taught / common exception words / the days of the week</p> <p>Name the letters of the alphabet: Naming the letters of the alphabet in order / Using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes: using 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-</p> <p>using -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>Apply simple spelling rules and guidance, as listed in English Appendix 1</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>										
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="878 1039 1484 1071" style="width: 25%;">Spelling Shed Units</th> <th data-bbox="1484 1039 2089 1071" style="width: 25%;">Spelling Shed Units</th> <th data-bbox="2089 1039 2694 1071" style="width: 25%;">Spelling Shed Units</th> </tr> </thead> <tbody> <tr> <td data-bbox="878 1071 1484 1906"> <ol style="list-style-type: none"> The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff, ll, ss, zz and ck 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'. English words hardly ever end with the letter 'v', so if a word ends with a /v/ sound, the letter 'e' usually needs to be added after the 'v'. Adding s and es to words (plurals) If the ending sounds like /s/ or /z/, it is spelled as -s. 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