

Year 1 Writing Progression

	End of FS	1.1	1.2	1.3
<u>Writing Transcription</u>				
<p>KPI Spell:</p> <ul style="list-style-type: none"> Words containing each of the 40+ phonemes already taught <ul style="list-style-type: none"> Common exception (tricky) words 	<p>Practise and reinforce the spelling from FS - Set 1 and early set 2</p> <p>ELG Children use their phonic knowledge to write words in the ways which match their spoken sounds</p> <p>Children write some irregular common words</p> <p>Children write simple sentences which can be read by themselves and others</p> <p>Some words are spelt correctly and others are phonetically plausible</p>	<p>Practise and reinforce the spelling from FS - set 2</p> <p>Children show competency at writing all set 1 and some set 2 phonemes</p> <p>Consolidate spelling of the tricky words: <i>the, to, I, no, go he she we me be was my you her you all are</i></p> <p>Begin to spell any tricky words introduced up to and including RWI Pink books. <i>said so have like some come were there</i></p>	<p>Practise and reinforce from Term 1 - show mastery of all Set 2 phonemes and early set 3.</p> <p>Children are beginning to write some words containing any set 3 graphemes</p> <p>Consolidate tricky words from term 1: and spell tricky words from orange and some from yellow RWI level - <i>little, one, do, when, what, out</i></p> <p>Spelling two -syllable words</p>	<p>Be able to represent each of the phonemes taught in set 3 by a grapheme and segment words containing these phonemes for spelling</p> <p>Majority of Set 3 graphemes known for writing</p> <p>To be able to spell words containing adjacent consonants and polysyllabic words</p> <p>Consolidate tricky words from term 1/2: and spell many tricky words taught in yellow and below - <i>oh, their, people, Mr Mrs, looked, called, asked etc....</i></p> <p>Recall graphemes for spelling which are taught in any RWI level up to and including Yellow spelling many correctly and some from Blue. Segmenting for spelling CCVC words and CVCC words Spelling two/three -syllable word</p>

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		Accurately spell most of the words in the 20 HF common words	Accurately spell most of the words in the 50 HF common words	Accurately spell most of the words in the 100 HF common words
Days of the week (tie in with when taught in maths)		Correctly spell -day	Correctly spell - Monday, Friday, Sunday	Correctly spell most days of the week
Name the letters of the alphabet: <ul style="list-style-type: none"> Naming the letter of the alphabet in order Using letter names to distinguish between alternative spelling of the same sound 		Know the letter names in order	Know any letter name and sound <i>Begin to distinguish between alternative spellings of the same sound from those taught</i>	Distinguish alternative spellings for the same sound from those introduced in early set 3.
<u>KPI</u> Add prefixes and suffixes: <ul style="list-style-type: none"> 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- Using -ing, -ed, -er, and -est where no change is needed in the spelling of root words (for example helping, helped, helper, eating, quicker, quickest) 			Able to write words containing taught GPCs and -s, -es, -ing, -ed, -er endings where there is no change to the spelling of the root word Begin to write words with the prefix un-	Competent to write words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings where there is no change to the spelling of the root word Able to write words with the prefix un-
<u>KPI</u> Apply simple spelling rules and guidelines, as listed in English		Able to write all RWI set 1 and early set 2 graphemes and represent these	Able to write all RWI set 2 graphemes and represent these correctly in many	Able to write all set 1 and 2 graphemes and represent these correctly in many

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Appendix 1		correctly in words	words	words Able to write phase 5 graphemes in isolation and beginning to write words containing these graphemes
Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far.		Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception from RWI Pink level and below.	Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words according to RWI level Orange and below.	Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words according to RWI level Yellow and below
Handwriting				
<u>KPI</u> Sit correctly at a table, holding a pencil comfortably and correctly	Handles pencils effectively for writing (expected GLD)	Sit correctly at a table, holding a pencil comfortably	Sit correctly at a table, holding a pencil comfortably and correctly	Sit correctly at a table, holding a pencil comfortably and correctly
<u>KPI</u> Begin to form lower-case letters in the correct direction, starting and finishing in the right place based on Sheffield scheme (start cursive) Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.			Hold papers in position and using a preferred hand for writing with the correct pencil grip - is beginning to write on lines and controls letter size	Begin to form lower-case letters in the correct direction, starting and finishing in the right place <ul style="list-style-type: none"> • most letters correctly formed • most letters correctly orientated
<u>KPI</u> Form capital letters		Form some capital letters	Form some capital letters correctly	Form most capital letters correctly

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Form digits 0 - 9		Form digits 0 - 5	Form digits 0 - 9	Form some digits 0 - 9 correctly
Writing Composition				
<p><u>KPI</u> Write sentences by:</p> <ul style="list-style-type: none"> • Saying out loud what they are going to write about • Composing a sentence orally before writing it • Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense 	<p>ELG Children introduce a storyline or narrative into their play</p> <p>Be able to answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p>Children follow instructions involving several ideas or actions</p> <p>Children develop their own narratives and explanations by connecting ideas or events</p> <p>Children use past present and future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <ul style="list-style-type: none"> • ideas in appropriate order (time sequenced or numbered) 	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p>	<p>Saying out loud what they are going to write about</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <ul style="list-style-type: none"> • simple connections between ideas <p>Re-reading what they have written to check that it makes sense</p>
<p><u>KPI</u> Discuss what they have written</p>		Beginning to discuss what they have written with the teacher	Able to discuss what they have written with the teacher	Competent to discuss what they have written with the

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with the teacher or other pupils		or other pupils	or other pupils	teacher or other pupils
Read aloud their writing clearly enough to be heard by their peers and the teacher		Beginning to read aloud their writing clearly enough to be heard by their peers and the teacher	Able to read aloud their writing clearly enough to be heard by their peers and the teacher	Competent to read aloud their writing clearly enough to be heard by their peers and the teacher
Writing Vocabulary, Grammar and Punctuation				
<u>KPI</u> Leaving spaces between words		Beginning to leave spaces between words <ul style="list-style-type: none"> • spaces between words 	Leaving spaces between words <ul style="list-style-type: none"> • spaces between words 	Leaving spaces between words <ul style="list-style-type: none"> • appropriate spaces between words
<u>KPI</u> Joining words and joining clauses using 'and'		Awareness of a clause	Awareness of a clause and joining clause through reading and modelled/shared writing	Joining words and joining clauses using 'and' <ul style="list-style-type: none"> ▪ some sentence-like structures formed by chaining clauses together (eg. series of ideas joined by 'and')
<u>KPI</u> Beginning to punctuate sentences using a capital letter and a full stop question mark, or exclamation mark		In reading, beginning to recognise how to punctuate sentences - the function of the punctuation of a capital letter and a full stop, question mark, or exclamation mark	Beginning to punctuate sentences using a capital letter and a full stop	Beginning to punctuate sentences using a capital letter and a full stop question mark, or exclamation mark

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<p>KPI Using a capital letter for names of people places, the days of the week, and the personal pronoun 'I'</p>		<p>Recognising capital letters in reading used for names of people places, the days of the week, and the personal pronoun 'I'</p>	<p>Beginning to use a capital letter for names of people places, the days of the week, and the personal pronoun 'I'</p>	<p>Able to use a capital letter for names of people places, the days of the week, and the personal pronoun 'I'</p>
<p>KPI Use the grammatical terminology in English Appendix 2 in discussing their writing</p> <p>Vocab: Words, sentences, clauses, singular, plural, noun, suffix, verb adjectives, letter, capital letter, full stop, question mark, exclamation mark</p>		<p>Understand and be able to explain how words combine to make sentences</p> <p>Explain the purpose of capital letters, full stop, question marks, or exclamation marks</p>	<p>Can use the terminology plural, noun and suffix when talking about their writing</p> <p>mostly grammatically accurate clauses</p> <p>Can discuss the terminology prefix and how the use of un- changes the meaning of a word</p> <ul style="list-style-type: none"> ▪ Add s or es correctly when writing plurals - understand singular and plural ▪ Spell longer words with the suffix -ing, -ed, -er, -est 	<p>Use the grammatical terminology, vocab:</p> <ul style="list-style-type: none"> ▪ Words, sentences, clauses, singular, plural, noun, suffix, verb adjectives, letter, capital letter, full stop, question mark, exclamation mark ▪ some capital letters used at the start of a sentence ▪ some full stops used at the end of a sentence ▪ use a capital letter for proper nouns and the personal pronoun I
		<p>18 objectives 13 KPI's covered</p>	<p>20 objectives 15 KPI's covered</p>	<p>20 objectives 15 KPI's covered</p>

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ASSIGNING A JUDGEMENT AT EACH ASSESSMENT POINT IN YEAR 1

	Working Towards Expected Level	At Expected Level	Working Beyond Expected Level
Assessment Point 1	Below expected →	ALL KPI's within 1.1 objectives	ALL KPI's within 1.1 objectives AND 85% of 5 remaining 1.1 objectives = 4 further objectives
Assessment Point 2	Below expected →	ALL KPI's within 1.2 objectives	ALL KPI's within 1.2 objectives AND 85% of 5 remaining 1.2 objectives = 4 further objectives
Assessment	Below expected →		ALL KPI's within 1.3 objectives

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Point 3		ALL KPI's within 1.3 objectives	AND 85% of 5 remaining 1.3 objectives = 4 further objectives
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END OF YEAR 1 ASSESSMENT

	Below expected	At expected	Above expected
Summary of the whole child at the end of Year 1	<p>Write most graphemes from phase 3 and 4 and some of phase 5</p> <p>Write words containing phase 2 phonemes, some of phase 3 and some consonant clusters</p> <p>Spell most tricky words from phase 2 - 3 and some of those from phase 4</p> <p>Accurately spell at least 50 words from the 100 HF common words</p> <p>Correctly spell most words with the suffixes -s, -ing, -er endings when there is no change to the root word.</p> <p>Form some cursive letters from own name</p>	<p>Pupils can sequence sentences to form a short narrative</p> <p>Write most grapheme from set 1, 2 and some set 3.</p> <p>Write words containing any 1, or 2 and some set 3 graphemes. Recognise and record each individual sound in a word including clusters</p> <p>Spell most tricky words introduced in books up to and including yellow RWI level, correctly.</p> <p>Accurately spell most of the words in the 100 HF common words</p> <p>Spelling two/three -syllable word</p> <p>Correctly spell most words with the suffixes -s, -es, -ing, -ed, -er and -est endings when there is no change to the root word.</p> <p>Write a dictated sentence that includes words and</p>	<p>Pupils can write sentences that are sequenced to form a short narrative after discussion with the teacher:</p> <ul style="list-style-type: none"> • Demarking some sentences with capital letters and full steps • Segmenting spoken words into phonemes and representing these in graphemes, spelling some correctly • Write a dictated sentence that contains some phase 5 alternative spellings e.g. circus, knot • Spelling some common exception words • Forming lower case letters in the correct direction starting and finishing in the right place • Forming lower case letters of the correct size relative to

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	<p>Punctuate sentences using a capital letter and full stop</p> <p>Use a capital letter for names and the personal pronoun I</p>	<p>phonemes from set 1,2 and some of set 3 including 4,5 and 6 graphemes.</p> <p>Begin to form cursive lower-case letters correctly</p> <p>Joining words and joining clauses using 'and'</p> <p>Beginning to punctuate sentences using a capital letter and a full stop question mark, or exclamation mark</p> <p>Able to use a capital letter for names of people places, the days of the week, and the personal pronoun 'I'</p> <p>Understand and explain what a clause is</p>	<p>one another in some of the writing</p> <p>Using spacing between words</p> <p>Form most cursive lower-case letters correctly</p>
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