

**Progression in Writing– Year 1
Class/ Group (s)**

Pupil name

Date (from - to)



	Dimension 1 - TRANSCRIPTION		Dimension 2 - COMPOSITION	
	Aspect 1- Spelling	Aspect 2- Handwriting and presentation	Aspect 3 - Writing Processes	Aspect 4- Vocabulary, Grammar and Punctuation
Year 1	<p>can spell words containing each of the 40+ phonemes</p> <p>Segments adjacent consonants in words and applies this in spelling.</p> <ul style="list-style-type: none"> • Uses alternative ways of pronouncing and spelling the graphemes corresponding to the long vowel phonemes(see English Appendix) • Can spell common exception words • Can spell the days of the week • <i>can name the letters of the alphabet: naming the letters of the alphabet in order</i> • <i>uses letter names to distinguish between alternative spellings of the same sound</i> • <i>uses the spelling rule for adding the suffix –s or –es as the plural marker for nouns and the third person singular marker for verbs</i> • <i>understands and applies the prefix un–</i> • adds –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) • applies simple spelling rules and guidelines, as listed in English Appendix 1 • writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> • sits correctly at a table and holds a pencil correctly • begins to form lower-case letters in the correct direction, starting and finishing in the right place • <i>forms capital letters correctly</i> • form digits 0-9 correctly • understands which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) 	<p>writes 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 • <i>re-reading what they have written to check that it makes sense</i> • discuss what they have written with the teacher or other pupils • <i>read aloud their writing clearly enough to be heard by their peers and the teacher.</i> 	<p>develops their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, • question mark or exclamation mark • beginning to punctuate sentences using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar in column 1 in year 1 in English Appendix 2 • <i>uses the grammatical terminology in English Appendix 2 in discussing their writing.(i.e. letter, capital letter, full stop, word)</i> • uses the grammatical terminology in English Appendix 2 in discussing their writing (i.e. singular, plural, sentence, punctuation, question mark, exclamation mark)