

Skills and Knowledge Progression

Writing: Year 1



Standard	Working at the expected standard (emerging, developing, secure)				Working at greater depth within the expected standard
Composition: applying vocabulary, grammar and punctuation	A pupil can write sentences sequenced to form short narratives based on read and fictional experiences, <i>after discussion with the teacher</i> , including:				Pupils can write for a range of different purposes most of the time, <i>after discussion with the teacher</i> , including: <ol style="list-style-type: none"> 1. spaces between words 2. adjectives that describe more detailed information, often denoting opinion and/or opinion; beautiful butterfly, quick 3. 'and' to join words and clauses 4. capital letters for names of people, places, days of the week and the personal pronoun 'I' 5. mostly correct use of capital letters and full stops to demarcate sentences 6. more consistent use of question marks 7. more consistent use of exclamation marks
	1. spaces between words				
	2. some adjectives for description e.g: colours, sizes				
	3. 'and' to join words and clauses				
	4. capital letters for proper nouns (names) and the personal pronoun 'I'				
	5. capital letters and full stops to demarcate sentences				
	6. some question marks				
7. some exclamation marks					
Composition: structuring and organising	A pupil can write sentences that are sequences that are sequences to form short narratives, <i>after discussion with the teacher</i> , including:				Pupils can write for a range of different purposes most of the time, <i>after discussion with the teacher</i> , including: <ol style="list-style-type: none"> 1. openings and endings are consistent 2. ideas are consistently grouped together 3. sentences are confidently linked by pronouns and conjunctions (e.g. she, who, and, because, when, while, if, that)
	1. simple opening or ending, e.g; once upon a time/one day				
	2. attempts to group ideas together				
Composition: planning, drafting, evaluating, editing and proof reading	3. Related sentences linked by pronouns or conjunctions, e.g; he, she, and				
	Before writing, sentences are planned by:				
	1. saying out loud what the writing will be about				
	2. using oral composition to recognise where the sentence begins and ends				
	Writing is discussed with the teacher and other pupils to:				
	1. check that what they have written makes sense				
2. make simple changes where suggested (some words and spellings)					
	Year 1 grammatical terminology is sometimes used when discussion writing, e.g: letter, capital letter, words, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark				

Transcription: spelling	Pupils can spell:			Pupils can spell: 1. most words containing each of the 40+ phonemes (phase 5 or equivalent) 2. most common exception words 3. days of the week correctly 4. most spelling rules and guidance, as listed, in ‘English programmes of study: ley stages 1 and 2 National Curriculum in England – Appendix 1 for Year 1’ are applied (<i>Including some accurate use of suffixes when adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</i>)
	5. Some words containing each of the 40+ phonemes (phase 5 or equivalent)			
	6. some common exception words			
	7. days of the week mostly correctly			
Transcription: handwriting	Mostly correct use of:			
	1. lower case letters, starting and finishing in the correct place			
	2. capital letters and the digits 0 to 9 are mostly accurately formed			
	3. spaces between words			
	4. holding a pencil comfortably			

Some and most statements:

Some refers to the beginning of skill development and deployment, there will tend to be as many mistakes and correct uses

Most refers to a refined skills in application where there will be few errors in context

Handwriting:

Where there is a physical barrier to writing or writing with a comfortable grip, statements relating to handwriting may be disregarded as a ‘particular weakness’ in that child