



Writing Progression Framework – Year 1

By the end of year 1, a child at our school will be able to recognise that writing has different purposes. They will be able to use class models to create their own writing and include vocabulary we have shared in our class reading. They will be developing a neat handwriting style (with flicks) and spell CEW and use simple punctuation with increasing accuracy.

Strand	Year 1 Autumn 1	Year 1 Autumn 2	Year 1 Spring 1	Year 1 Spring 2	Year 1 Summer 1	Year 1 Summer 2
Focus (2 or 3 weeks)	Non - fiction - labels/captions/ alphabetical order Fiction - retell a story & teacher's choice Poetry - rhyming poetry		Non - fiction - instructions Fiction -including Traditional Tales - change either setting or character & teacher's choice Poetry - performance poetry		Non - fiction - non-fiction book Fiction - imaginative story using stimulus & teacher's choice Poetry - descriptive poetry	
Ongoing objectives	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing Write using a developing vocabulary Use models to create simple narratives		Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing Write using a developing vocabulary Use models to create simple narratives		Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing Write using a developing vocabulary Use models to create simple narratives	
Composition	Teach - Say out loud what they are going to write about (use <i>Think, Say, Write, Check</i> - actions and visual prompts) - Compose a sentence orally before writing it - Sequencing sentences to form short narratives - Re-reading what they have written to check it makes sense - Discuss what they have written to the teacher - Read their work aloud clearly enough to be heard		Teach - Say out loud what they are going to write about (use <i>Think, Say, Write, Check</i> - actions and visual prompts) - Compose a sentence orally before writing it - Sequencing sentences to form short narratives - Re-reading what they have written to check it makes sense - Discuss what they have written to the teacher - Read their work aloud clearly enough to be heard		Teach - Say out loud what they are going to write about (use <i>Think, Say, Write, Check</i> - actions and visual prompts) - Compose a sentence orally before writing it - Sequencing sentences to form short narratives - Re-reading what they have written to check it makes sense - Discuss what they have written to the teacher - Read their work aloud clearly enough to be heard	
Grammar	Revise - Foundation statements Teach - How words can combine to make sentences - Capital letters for names and for the personal pronoun <i>I</i> - Nouns		Revise - How words can combine to make sentences - Nouns Teach - Joining words and joining clauses using <i>and</i> - Adjective - Verbs (see spelling section)		Revise - Joining words and clauses using <i>and</i> - Capital letters for names and for the personal pronoun <i>I</i> - Nouns - Adjectives Teach - Joining words and joining clauses using <i>and, but so, or</i> (co-ordinating conjunctions (Y2)) - Adjective - Verbs (see spellings)	



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Punctuation	<p>Revise</p> <ul style="list-style-type: none"> - punctuation from Year R <p>Teach</p> <ul style="list-style-type: none"> - Separation of words with spaces - Mark sentences with capital letters and full stops using 'Sentence Doctor' 	<p>Revise</p> <ul style="list-style-type: none"> - Separation of words with spaces - Mark sentences with capital letters and full stops using 'Sentence Doctor' and 'Pink Polishing Pen' <p>Teach</p> <ul style="list-style-type: none"> - Question marks 	<p>Revise</p> <ul style="list-style-type: none"> - Separation of words with spaces - Mark sentences with capital letters and full stops using 'Sentence Doctor' and 'Pink Polishing Pen' - Question marks <p>Teach</p> <ul style="list-style-type: none"> - Exclamation marks
Terminology	Letter, word, sentence, punctuation, capital letter, full stop	Letter, word, sentence, punctuation, capital letter, full stop, question mark, singular, plural	Letter, word, sentence, punctuation, capital letter, full stop, question mark exclamation mark
Editing and Proof-Reading	Use common exception mats and reliable word-banks to check their spelling.	Use common exception mats and reliable word-banks to check their spelling.	Use common exception mats and reliable word-banks to check their spelling. Use 'Pink Polishing Pens' to edit work (HA)
Spelling (ongoing)	<p>Words containing each of the 40+ phonemes already taught - <i>use RWI scheme including pseudo and real words</i></p> <p>Common exception words - <i>see year 1 list</i></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>		
Spelling	Name letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound	<p>Regular plural noun suffixes s or es, including the effects of these suffixes on the meaning of the noun i.e. dog - dogs, wish - wishes</p> <p>Suffixes - ing and - ed that can be added to verbs where no change is needed in the spelling of the root words i.e. walk - walked, jump - jumping</p>	<p>The days of the week</p> <p>Suffixes - er and - est that can be added to verbs where no change is needed in the spelling of the root words i.e. helped, helping, helper</p> <p>How the prefix un changes the meaning of verbs and adjectives i.e. unkind, undoing, untie</p>
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Hold a pencil in a tripod grip</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place (<i>use RWI rhymes</i>)</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) e.g., curly letters, long ladder letters (<i>Nelson Handwriting scheme</i>)</p> <p>Form capital letters - teach alongside lower case</p> <p>Form digits 0-9 - (<i>display and use number rhymes</i>)</p>		