|  |  |  |
| --- | --- | --- |
|  | **English – Writing Y1, expected standard**  | **Name:** |
|  | **Skills Progression** |  |  |  |  |  |  |
|  | When children start Year 1, they should be able to: |  |  |  |  |  |  |
|  | * Use finger spaces
 |  |  |  |  |  |  |
|  | * Use story language in re-telling
 |  |  |  |  |  |  |
|  | * Form lower and upper-case letters correctly
 |  |  |  |  |  |  |
|  | * Show some awareness in their writing of full stops and capital letters
 |  |  |  |  |  |  |
|  | * Write captions, labels and simple sentences
 |  |  |  |  |  |  |
|  | * Confidently spell using phase 4 graphemes and phonemes
 |  |  |  |  |  |  |
|  | * Read their own writing aloud
 |  |  |  |  |  |  |
| 1 | Orally rehearse sentences before writing |  |  |  |  |  |  |
| 2 | Demarcate most sentences using a full stop |  |  |  |  |  |  |
| 3 | Demarcate most sentences using a capital letter |  |  |  |  |  |  |
| 4 | Join words using ‘and’ |  |  |  |  |  |  |
| 5 | Use ‘and’ to join a simple sentence |  |  |  |  |  |  |
| 6 | Use a capital letter for proper nouns |  |  |  |  |  |  |
| 7 | Write sequences of linked sentences |  |  |  |  |  |  |
| 8 | Use the present and past tense mostly accurately |  |  |  |  |  |  |
| 9 | Begin to demarcate sentences using question marks |  |  |  |  |  |  |
| 10 | Sequence sentences to form short texts |  |  |  |  |  |  |
| 11 | Begin to use some features of standard English |  |  |  |  |  |  |
| 12 | Begin to demarcate sentences using exclamation marks |  |  |  |  |  |  |
| 13 | Spell compound words correctly most of the time |  |  |  |  |  |  |
| 14 | Spell most of the Y1 common exception words |  |  |  |  |  |  |
| 15 | Spell words with the range of Y1 phonemes mostly correctly |  |  |  |  |  |  |
| 16 | Add -er, -ed, -ing, -est to words where no change to the root word is needed |  |  |  |  |  |  |
| 17 | Add -es and -s to words to make plurals where no change to the root word is needed |  |  |  |  |  |  |
| 18 | Spell the days of the week |  |  |  |  |  |  |
| 19 | Use the prefix –un |  |  |  |  |  |  |
| 20 | Form lower-case letters of the correct size relative to one another, starting and finishing in the right place |  |  |  |  |  |  |
| 21 | Use some diagonal and horizontal strokes needed to join letters |  |  |  |  |  |  |
| 22 | Write capital letters and digits 0-9 of correct size and orientation to one another and to lower-case letters |  |  |  |  |  |  |
|  | **Composition** |  |  |  |  |  |  |
|  | Plan by talking about ideas |  |  |  |  |  |  |
|  | Create simple story maps |  |  |  |  |  |  |
|  | Use simple narrative features:* story language (once upon a time, happily ever after)
 |  |  |  |  |  |  |
|  | * ‘power of three’ (he walked and he walked and he walked)
 |  |  |  |  |  |  |
|  | * repetition (Then he waited and walked…and watched and waited…)
 |  |  |  |  |  |  |
|  | * figurative language (alliteration, simile)
 |  |  |  |  |  |  |
|  | Write stories with characters based on class reading and role play |  |  |  |  |  |  |
|  | Write stories based on familiar settings:* real life
 |  |  |  |  |  |  |
|  | * traditional stories
 |  |  |  |  |  |  |
|  | Use simple language features of non-fiction:* first person in recounts
 |  |  |  |  |  |  |
|  | * accurate nouns and verbs
 |  |  |  |  |  |  |
|  | * some use of specific vocabulary
 |  |  |  |  |  |  |
|  | Use simple organisational features in fiction:* beginning, middle and end
 |  |  |  |  |  |  |
|  | Use simple organisational features in non-fiction:* captions
 |  |  |  |  |  |  |
|  | * instructions in the right order
 |  |  |  |  |  |  |
|  | Write for simple audiences and purposes based on real-life experiences:* thank-you letters, instructions, recounts, reports, stories
 |  |  |  |  |  |  |
|  | Develop stamina by providing opportunities for children to write more extended pieces of writing. |  |  |  |  |  |  |
|  | Re-read their writing to check it makes sense and make simple changes as necessary (eg. spotting omissions) |  |  |  |  |  |  |
|  | Proof-read and edit their writing **in relation to the Y1 grammar and spelling expectations.** |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **English- Writing Y1, Greater Depth** |  |  |  |  |  |  |
| GD1 | Use simple noun phrases |  |  |  |  |  |  |
| GD2 | Use ‘because’ and ‘but’ to join clauses |  |  |  |  |  |  |
| GD3 | Write for a purpose to hold the reader’s interest |  |  |  |  |  |  |
| GD4 | Write effectively for a particular audience |  |  |  |  |  |  |
| GD5 | Write in a logical order, linking events and ideas |  |  |  |  |  |  |
| GD6 | Consistently use editing and revising strategies to improve the quality and accuracy of their writing |  |  |  |  |  |  |
| GD7 | Actively seek and use new words in their writing, including precisely chosen nouns, adjectives and technical words as appropriate |  |  |  |  |  |  |
| GD8 | Make plausible attempts at spelling new words, using phonic knowledge from Y1 and beyond accurately |  |  |  |  |  |  |