



Year 1 Writing progression of skills

<u>Year 1</u>	Autumn 1 History	Autumn 2 Science	Spring 1 History	Spring 2 Science	Summer 1 Geography	Summer 2 Geography
<u>Text</u> Fiction Non-fiction Poetry	Traction Man Character description Who am I? riddles	Leaf Setting description Make polar bear information books	Look Up! Autobiography Explanation writing Letter writing	The Secret Sky Garden Information text - posters My Happy Place poems based on senses	The Three Little Pigs Story maps, Retelling story, writing an alternative end to story Letter writing	Lila and the Secret of Rain Creating own stories, descriptive writing character and setting Call and response class poem
Composition: Text Structure	I can orally compose a simple sentence. I can use 'because' orally in a sentence. I can use simple adjectives in my sentence (to embellish it) I can discuss what I have written with the teacher and other pupils. I can understand what the first person means	I can talk about and use different features of non-fiction texts. I can write a simple non fiction text (information book about Polar bears) I can use capital letters for the names of people I can use the personal pronoun 'I'	I can talk about (and act out) and use different features of non-fiction texts (explanation writing about meteors) I can use the steps to success grid to check my writing.	I can use and to join two ideas in a sentence I can use the personal pronoun 'I' (within poetry) I can read aloud my poem to a peer/the class I can use the steps to success grid to check my writing.	I can set out instructions using numbers and clearly marked sections (planting sunflowers) I can make and use a story map with a beginning, middle and end to plan a narrative(retelling of POR text) I can read aloud my writing clearly to a peer,	I can make and use a story map with a beginning, middle and end to plan a narrative (my own story) I can start sentences using a range of time openers – first, then, next I can read aloud my writing clearly to the class.

	<p>I can write in the first person 'I' (riddles)</p> <p>I can start of use the steps to success grid to check my writing.</p>	<p>I can start of use the steps to success grid to check my writing.</p>			<p>I can sequence sentences to form a short narrative with a start, middle and end</p> <p>I can use the opener 'Once upon a time'</p> <p>I can start sentences using a range of time openers – first, then, next</p> <p>I can re-read what I have written to check it makes sense (steps to success grid)</p>	<p>I can use 'because' in a written sentence.</p> <p>I can re-read what I have written to check it makes sense (steps to success grid)</p> <p>I can write sentences in chronological order to recount an event or experience</p>
Punctuation and Grammar	<p>I can understand why we use full stops</p> <p>I know where a full stop should be</p> <p>I can use full stop at the end of my sentence.</p> <p>I can orally rehearse a sentence using actions for capital letters and full stops</p> <p>I can use finger spaces</p>	<p>I can understand why we use full stops</p> <p>I know where a full stop should be</p> <p>I can use full stop at the end of my sentence.</p> <p>I can orally rehearse a sentence using the actions for capital letters and full stops.</p> <p>I can use finger spaces.</p> <p>I can use capital letters for names of people.</p> <p>I can use capital letters correctly within a sentence.</p> <p>I can use question marks.</p>	<p>I can use capital letters for days of the week (maths link)</p>	<p>I can use exclamation marks (explain that is something loud, funny in independent writing- link to poetry writing))</p>	<p>I can use capital letters for places</p> <p>I can use capital letters for the days of the week – I can use capital letters – consolidate (RE link - Shabbat)</p>	<p>I can use exclamation marks (explain that is something loud, funny in independent writing- revisit linked to story writing)</p>

<p>Transcription : Phonics and Spelling</p> <p>See phonics progression document and Y1 CE word list</p>	<p>I can segment words on my arm to break up words into sounds before I write</p> <p>I can use phase 3 phonics independently in my writing</p> <p>I can make phonetically plausible attempts at words with P3 digraphs</p> <p>I can read words that I have spelt</p> <p>I can read all YR CE words (Gps 1-8 on word list)</p> <p>I can spell all CE words in gps 1-4 on word list.</p> <p><u>Phonics:</u></p> <p>Depending on Sep assessments we would expect:</p> <p>Two weeks: Revisit Phase 3 Groups 1-7 using recap basic lessons reading and writing focus</p> <p>Then:</p> <p>Phase 4 Group 1: CVCC Group 2 CVCC Group 3 CCVC Group 4 CCVC</p>	<p>I can segment and spell adjacent consonants for spelling (Phase 4 phonics)</p> <p>I can read all CE words in Gps 9 on the word list.</p> <p>I can spell all CE words in Gp 5 of word list.</p> <p>I can use the suffix -er eg longer/shorter (Maths link)</p> <p><u>Phonics:</u></p> <p>Groups 1-4 recap lessons</p> <p>Group 5 CCVCC, Groups 6 CCCVCC, Group 7 polysyllabic</p> <p>Groups 5-7 recap lessons</p> <p>Phase 5c: The Higher Levels of Phonics -</p> <p>(Two days per lesson, one reading and one writing focus)</p> <p>Group 1: ai/ay, ee/ea, igh/ie, oa/oe, oo/ue</p>	<p>I can segment and spell adjacent consonants for spelling (Phase 4 phonics)</p> <p>I can start to use Phase 5 knowledge in some spelling attempts</p> <p>I can read all CE words in gps 10-11 on word list</p> <p>I can spell all CE words in gp 6-7 of word list.</p> <p><u>Phonics</u></p> <p>Phase 5c: The Higher Levels of Phonics - Choose to Use</p> <p>(Two days per lesson, one reading and one writing focus)</p> <p>Group 2: ai/ay/a-e,</p> <p>Group 3 oi/oy, ur/ir, ow/ou, or/aw, w/wh</p> <p>Group 4 air/are, n/kn, r/wr, f/ff/ph, or/aw/au</p>	<p>I can use Phase 5 knowledge in some spelling attempts</p> <p>I can read all CE words in gps 12-13 on word list.</p> <p>I can spell all CE words in Gps 8-9 of word list.</p> <p><u>Phonics:</u></p> <p>Phase 5c: The Higher Level of Phonics - Choose to Use</p> <p>(Two days per lesson, one reading and one writing focus)</p> <p>Group 5: n/kn/gn, or/aw/au/ore, ee/ea/e-e/ey, ee/ea/e-e/ey/y, oo/ue/u-e/ew</p> <p>Group 6: air/are/ear, ur/ir/or, ch/tch, j/dge, ur/ir/or/er</p> <p>Recap 1-6 as needed</p>	<p>I can use the suffix -ed</p> <p>I can use my knowledge of phase 5 alternate phonemes to spell words accurately</p> <p>I can read all CE words in Gp 14 on word list.</p> <p>I can spell all CE words in Gp 10-11 of word list.</p> <p>I can spell the suffix -ing</p> <p>I can spell the suffix -ed</p> <p>I can write dictated sentences</p> <p><u>Phonics:</u></p> <p>Revisit all of Phase 5c Choose to Use, PSC preparation.</p> <p>Send home digraph detective sheets to support home learning</p>	<p>I can use phase 5 phonics in my writing with increasing accuracy.</p> <p>I can read all CE words in Gp 15 on word list.</p> <p>I can spell all CE words in Gps 12-13 (at least 25 Y1CE words in total)</p> <p>I can use the suffix -s to words to make plurals</p> <p>I can use the prefix -un to change meaning</p> <p>I can write dictated sentences</p> <p>I can spell days of the week.</p> <p>I can write simple compound words</p> <p><u>Phonics:</u></p> <p>The Higher Levels of Phonics 5b - Switch it, Spell Sounds reading focus only)</p> <p>Group 1: i, o, c, g Group 2: u, ow, ie, ea Group 3: a, a, oi, o Group 4: y, y, ch, ch, ou</p>
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Transcription : Handwriting	I can have a good posture - TNT I can use a pinchy grip. I can use one hand to hold the paper steady, the other hand writing ready. I can form letters in the long ladder family correctly: i l t u j y I can form letters in the one armed robot family correctly: b h k m n p r		I can form capital letters correctly. I can identify capital letters within a sentence. I can form letters in the curly caterpillar family correctly: a c d f e s o q g		I can form punctuation marks, maths symbols and digits 0-9 correctly. I can distinguish between letters from each letter family. I can form letters in the zigzag family correctly: v w x z	
Composition: Vocabulary	I know the meaning of the words: Letter Capital letter Sentence Punctuation Full stop Finger space I know that an adjective is a describing word I can name the letters of the alphabet	I know the meaning of question marks I know that a noun is a person, place or object		I know the meaning of an exclamation mark I know that a verb is a doing word.	I can use story language from stories that I have listened to: Once upon a time One sunny day In the end I know the meaning of adding -ed I know the meaning of adding -ing	I know the meaning of question marks/exclamation marks - consolidate I know the meaning of the word plural and singular I know the meaning of adding -s I know the meaning of adding the prefix -un