





## Year 1 Writing Progression

Year 1							
Grammatical Terminology to teach							
letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark							
Autumn 1							
<p>Supporting text/s:</p>    <p><a href="#">Spelling overview</a></p>	<p>Spelling:</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes taught (as set out in LW phonics)</li> <li>common exception words (NC appendix 1)</li> <li>the days of the week</li> <li>name the letters of the alphabet in order</li> </ul> <p>using the spelling rule for adding -s or -es as the</p>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>regular plural noun suffixes (-s, -es)</li> <li>to understand what a noun is</li> <li>Using a range of subject specific nouns</li> <li>separation of words with spaces</li> <li>capital letters for names and pronoun 'I'</li> </ul>	<p>Punctuation:</p> <ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop</li> <li>using a capital letter for names of people and the personal pronoun 'I'</li> </ul>	<p>Oracy:</p>	<p>Composition:</p> <p>Planning:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about</li> </ul> <p>Drafting:</p> <ul style="list-style-type: none"> <li>Writing short sentences/words/sounds on the line</li> </ul> <p>Editing:</p> <ul style="list-style-type: none"> <li>Correcting punctuation and spelling errors identified by the teacher</li> </ul>	<p>Transcription:</p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>leaving spaces between words</li> <li>form digits 0-9</li> </ul>	<p>Writing outcomes:</p> <ul style="list-style-type: none"> <li>List/recipe</li> <li>Letter</li> <li>Oral retelling</li> <li>Poetry - nature inspired</li> </ul>




## Year 1 Writing Progression

	<p>plural marker for nouns and the third person singular marker for verbs</p> <ul style="list-style-type: none"> <li>• apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview</li> </ul>						
Autumn 2							
	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes taught (as set out in LW phonics)</li> <li>• common exception words (as set out in the Home learning overview)</li> <li>• the days of the week</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• to understand to function of a verb in a sentence</li> <li>• to use a range of appropriate verbs</li> <li>• past tense simple: verb suffixes where root word is unchanged (-ed)</li> <li>• to combine words to make</li> </ul>	<p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>• punctuating sentences using a capital letter and a full stop,</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<p><b>Oracy:</b></p>	<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul> <p><b>Drafting:</b></p> <ul style="list-style-type: none"> <li>• Writing simple sentences</li> <li>• sequencing sentences to form short narratives</li> </ul>	<p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• leaving spaces between words</li> <li>• form capital letters</li> <li>• form digits 0-9</li> </ul>	<p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>• Adventure story - writing a missing chapter</li> <li>• Label</li> <li>• Non-chron. report</li> </ul>


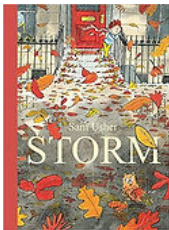

## Year 1 Writing Progression

	<ul style="list-style-type: none"> <li>• name the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using -ed where no change is needed in the spelling of root words</li> <li>• apply simple spelling rules and guidance from Appendix 1 as set out in the Home</li> </ul>	<p>sentences, including using 'and'</p> <ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives</li> </ul>			<ul style="list-style-type: none"> <li>• re-reading what they have written to check that it makes sense</li> </ul> <p>Editing:</p> <ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>		
--	--	---	--	--	--	--	--

## Year 1 Writing Progression

	Learning overview						
Spring 1							
  	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• know vowels and consonants</li> <li>• words containing each of the 40+ phonemes taught (as set out in LW phonics)</li> <li>• common exception words (as set out in the Home learning overview)</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• using the prefix un–</li> <li>• using –ing, –ed where no</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• past/present tense simple/continuous</li> <li>• verb suffixes where root word is unchanged (-ing, -ed)</li> <li>• to understand to function of a adjective in a sentence</li> <li>• to use a range of appropriate adjectives</li> <li>• un- prefix to change meaning of adjectives</li> <li>• to combine words to make sentences, including using 'and' 'because'</li> <li>• sentence demarcation (. !</li> </ul>	<p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>punctuating sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<p><b>Oracy:</b></p>	<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul> <p><b>Drafting:</b></p> <ul style="list-style-type: none"> <li>• Writing compound sentences</li> <li>• sequencing sentences to form short narratives</li> </ul> <p><b>Editing:</b></p> <ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul>	<p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• leaving spaces between words</li> <li>• form capital letters</li> <li>• form digits 0-9</li> </ul>	<p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>• Stories from a range of cultures</li> <li>• Explanation</li> <li>• Poetry - assonance</li> </ul>


## Year 1 Writing Progression

	<p>change is needed in the spelling of root words</p> <ul style="list-style-type: none"> <li>• apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview</li> </ul>	?)			<ul style="list-style-type: none"> <li>• Make improvements to their writing</li> </ul>		
<b>Spring 2</b>							
  	<p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• know vowels and consonants</li> <li>• words containing each of the 40+ phonemes taught (as set out in LW phonics)</li> <li>• common exception words (as set out in the Home learning overview)</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• verb suffixes where root word is unchanged (-ing, -ed)</li> <li>• un- prefix to change meaning of adjectives/adverbs</li> <li>• to combine words to make sentences, including using 'and' 'because' 'so'</li> </ul>	<p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>punctuating sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<p><b>Oracy:</b></p>	<p><b>Planning:</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul> <p><b>Drafting:</b></p> <ul style="list-style-type: none"> <li>• Writing compound sentences</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading</li> </ul>	<p><b>Transcription:</b></p> <ul style="list-style-type: none"> <li>• to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• write from memory simple sentences dictated by the</li> </ul>	<p><b>Writing outcomes:</b></p> <ul style="list-style-type: none"> <li>• Instructions text</li> <li>• Stories from familiar settings</li> <li>• WBD narrative</li> </ul>

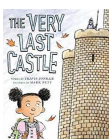
## Year 1 Writing Progression

	<ul style="list-style-type: none"> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview</li> </ul>	<ul style="list-style-type: none"> <li>• To use adverbs of sequence - first, next, then, after that, finally</li> </ul>			<p>what they have written to check that it makes sense</p> <p>Editing:</p> <ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> </ul> <p>• Make improvements to their writing independently</p>	teacher that include words using the GPCs, common exception words and punctuation taught so far	
<b>Summer 1</b>							
	<p>Spelling:</p> <ul style="list-style-type: none"> <li>• know vowels and consonants</li> <li>• words containing each of the 40+ phonemes taught (as set out in LW phonics)</li> <li>• common exception words (as set out in</li> </ul>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• un- prefix to change meaning of adjectives/adverbs</li> <li>• to combine words to make sentences,</li> </ul>	<p>Punctuation:</p> <p>punctuating sentences using a capital letter and a full stop, question mark or exclamation mark</p> <ul style="list-style-type: none"> <li>• using a capital letter for names of people, places, the days of the week, and the</li> </ul>	Oracy:	<p>Planning:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> </ul> <p>Drafting:</p> <ul style="list-style-type: none"> <li>• Writing compound sentences</li> <li>• sequencing</li> </ul>	<p>Transcription:</p> <ul style="list-style-type: none"> <li>• to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters consistently</li> <li>• understand which letters</li> </ul>	<p>Writing outcomes:</p> <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Narrative - characterisation</li> </ul>

## Year 1 Writing Progression

	<p>the Home learning overview)</p> <ul style="list-style-type: none"> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>• apply simple spelling rules and guidance from Appendix 1 as set out in the Home Learning overview</li> </ul>	<p>including using 'and' 'because' 'so'</p> <ul style="list-style-type: none"> <li>• sentence demarcation (. ! ?)</li> </ul>	<p>personal pronoun 'I'</p>		<p>sentences to form short narratives</p> <ul style="list-style-type: none"> <li>• re-reading what they have written to check that it makes sense</li> </ul> <p>Editing:</p> <ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> <li>• proofreading to check for errors in spelling and punctuation, using the Brecknock Marking code</li> <li>• Make improvements to their writing independently</li> </ul>	<p>belong to which handwriting 'families' and to practise these</p> <ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	
<b>Summer 2</b>							
	<p>Spelling:</p> <ul style="list-style-type: none"> <li>• know vowels and consonants</li> </ul>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• verb suffixes where root word is</li> </ul>	<p>Punctuation:</p> <p>punctuating sentences using a capital</p>	<p>Oracy:</p>	<p>Planning:</p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> </ul>	<p>Transcription:</p> <ul style="list-style-type: none"> <li>• to form lower-case letters in the</li> </ul>	<p>Writing outcomes:</p> <ul style="list-style-type: none"> <li>• Traditional Tale</li> </ul>

## Year 1 Writing Progression

	<ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes taught (as set out in LW phonics)</li> <li>• common exception words (as set out in the Home learning overview)</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>• apply simple spelling rules and guidance from Appendix 1 as set out in the Home</li> </ul>	<p>unchanged (-ing, -ed, -er)</p> <ul style="list-style-type: none"> <li>• un- prefix to change meaning of adjectives/adverbs</li> <li>• to combine words to make sentences, including using 'and' 'because' 'so'</li> <li>• to use adverbs of time for a story - one day, later, early one morning...</li> <li>• sentence demarcation (. ! ?)</li> </ul>	<p>letter and a full stop, question mark or exclamation mark</p> <ul style="list-style-type: none"> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>		<ul style="list-style-type: none"> <li>• composing a sentence orally before writing it</li> </ul> <p>Drafting:</p> <ul style="list-style-type: none"> <li>• Writing compound sentences</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> <p>Editing:</p> <ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils</li> <li>• proofreading to check for errors in spelling and punctuation, using the Brecknock Marking code</li> </ul>	<p>correct direction, starting and finishing in the right place</p> <ul style="list-style-type: none"> <li>• form capital letters consistently</li> <li>• understand which letters belong to which handwriting 'families' and to practise these</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry - onomatopoeia</li> <li>• Playscript</li> </ul>
---	---	---	---	--	--	--	---



## Year 1 Writing Progression

	Learning overview				•Make improvements to their writing independently		
--	----------------------	--	--	--	--	--	--