

English – Writing Ladder of Progression: Year 1

EYFS Writing ELG	Year 1	Year 2
Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Writing - Transcription Spell: • <u>words containing each of the 40+ phonemes already taught</u> • common exception words • the days of the week Name the letters of the alphabet: • <u>naming the letters of the alphabet in order</u> • using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • Apply simple spelling rules and guidance, as listed in English Appendix 1 • <u>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</u>	Writing - Transcription Spell by: • <u>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</u> • <u>learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</u> • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance, as listed in English Appendix 1 • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Write recognisable letters, most of which are correctly formed.	Writing – Handwriting and presentation • Sit correctly at a table, holding a pencil comfortably and correctly. • <u>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</u> • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Writing - Handwriting and presentation • Form lower-case letters of the correct size relative to one another. • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

		• Use spacing between words that reflects the size of the letters.
Write simple phrases and sentences that can be read by others.	Writing - Composition Write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • <u>sequencing sentences to form short narratives</u> • <u>re-reading what they have written to check that it makes sense</u> • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher.	Writing - Composition Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • <u>writing for different purposes</u> Consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • <u>encapsulating what they want to say, sentence by sentence</u> Make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • <u>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</u> • read aloud what they have written with appropriate intonation to make the meaning clear.
* FOR EXAMPLE, PUPILS CAN: • <i>write own name, beginning with a capital letter</i> • <i>dictate and begin to write simple sentences</i>	* FOR EXAMPLE, PUPILS CAN: • <i>begin to use words appropriate for different text forms, e.g. story, report, or simple instructions</i>	* FOR EXAMPLE, PUPILS CAN: • <i>generate and collect suitable words and phrases before writing</i> • <i>write initial jottings, notes and ideas before writing</i>

• <i>retell and begin to write simple narratives and recounts and poems</i> • <i>begin to use some story language, such as 'Once upon a time...'</i> • <i>label information appropriately.</i>	• <i>consider and select from alternative word choices, e.g. from a word bank</i> • <i>be able to retell simple stories and write their own simple version</i> • <i>produce writing that shows characteristics of the chosen form based on the structure of known texts</i> • <i>write sentences in the order that they have been planned</i> • <i>write stories and recounts with a basic beginning, middle and ending</i> • <i>write simple instructions in correct order</i> • <i>re-read during and after writing and make simple changes with support.</i>	• <i>apply knowledge of story elements such as settings, dialogue, characterization, story language and structures, so that own writing begins to 'sound like a story', with some consistency of genre and tense. Give sufficient detail to engage readers' interest.</i> • <i>use words signalling time in recounts and narratives, e.g. then, after, before, meanwhile</i> • <i>begin to show some characteristics of chosen the form, e.g. write non-chronological reports, based on structure of known texts, incorporating appropriate language to sequence and categorise ideas</i> • <i>demonstrate clear sections in different forms of writing</i> • <i>adapt and re-read during writing to identify where improvements might be made and to spot errors</i> • <i>make changes to their writing, e.g. word choices, tense and punctuation, following discussion.</i>
	Writing - Vocabulary, Grammar and Punctuation Develop their understanding of the concepts set out in English Appendix 2 by: • leaving spaces between words • joining words and joining clauses using and • <u>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</u> • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • learning the grammar for year 1 in English Appendix 2 • Use the grammatical terminology in English Appendix 2 in discussing their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Writing - Vocabulary, Grammar and Punctuation Develop their understanding of the concepts set out in English Appendix 2 by: • learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • <u>the present and past tenses correctly and consistently including the progressive form</u> • <u>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</u> • grammar for year 2 in English Appendix 2

		• some features of written Standard English • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
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Underlined statements relate to Key Performance Indicators (KPIs) identified by NAHT.

Y1 Performance Standard (with reference to NAHT KPIs)

By the end of Y1, a child should be able to compose individual sentences orally and then write them down and be able to spell correctly many of the words covered in Y1 (see appendix 1 of the NC documents) as well as name the letters of the alphabet in order. A child is able to make phonically plausible attempts to spell words that have not yet been learnt and can form individual letters correctly.

A child can:

- sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that have already been learnt;
- read back words that have been spelt;
- spell some words in a phonically plausible way, even if sometimes incorrectly;
- write simple dictated sentences that include the words taught so far;
- demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear;
- recognise sentence boundaries in spoken sentences and use the vocabulary listed in appendix 2 of the NC document when writing is discussed;
- begin to use some of the distinctive features of standard English in their writing.