



Mark First and Preschool CE Academy: WRITING PROGRESSION in Year One

National Curriculum Objectives

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- 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.

Handwriting (Penpals Sequence)

Autumn Term

- 1 Practising long-legged giraffe letters
- 2 Writing words with **ll**
- 3 Introducing capitals for long-legged giraffe letters
- 4 Practising one-armed robot letters
- 5 Practising long-legged giraffe letters and one-armed robot letters
- 6 Introducing capitals for one-armed robot letters
- 7 Practising curly caterpillar letters
- 8 Writing words with double **ff**
- 9 Writing words with double **ss**
- 10 Introducing capitals for curly caterpillar letters

Spring Term

- 11 Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters
- 12 Practising zig-zag monster letters
- 13 Writing words with double **zz**
- 14 Mixing all the letter families
- 15 Practising capital letters
- 16 Practising numbers 0-9
- 17 Writing words with **ck** and **qu**
- 18 Practising long vowel phonemes: **ai, igh, oo**
- 19 Practising vowels with adjacent consonants: **ee, oa, oo**
- 20 End-of-term check

Summer Term

- 21 Numbers 10-20: spacing
- 22 Practising **ch** unjoined
- 23 Introducing diagonal join to ascender: **ch**
- 24 Practising **ai** unjoined
- 25 Introducing diagonal join, no ascender: **ai**
- 26 Practising **wh** unjoined
- 27 Introducing horizontal join to ascender: **wh**
- 28 Practising **ow** unjoined
- 29 Introducing horizontal join, no ascender: **ow**
- 30 Assessment

Writing Composition

Planning	Drafting	Editing	Performing
Plan writing by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • compose a sentence orally before writing it 	Draft and write by: <ul style="list-style-type: none"> • sequencing sentences to form short narratives 	Evaluate and edit writing by: <ul style="list-style-type: none"> • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils 	Performing writing: <ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher.

Grammatical Terminology

letter	capital letters	word	singular	plural
sentence	punctuation	full stop	question mark	exclamation mark

Vocabulary, Grammar and Punctuation

Vocabulary:

- leaving spaces between words
- joining words and joining clauses using "and"

Grammar:

- regular plural noun suffixes (-s, -es)
- verb suffixes where root word is unchanged (-ing, -ed, -er)
- un- prefix to change meaning of adjectives/adverbs
- to combine words to make sentences, including using 'and'
- Sequencing sentences to form short narratives
- separation of words with spaces
- sentence demarcation (. ! ?)
- capital letters for names and pronoun 'I'

Punctuation:

- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Spelling

Common Exception Words

- * spell all Year 1 common exception words correctly.
- * spell days of the week correctly.

Phonic Knowledge

- know all letters of the alphabet and the sounds which they most commonly represent.
- recognise consonant digraphs which have been taught and the sounds which they represent.
- recognise vowel digraphs which have been taught and the sounds which they represent
- recognise words with adjacent consonants.
- accurately spell most words containing the 40+ previously taught phonemes and GPCs.
- spell some words in a phonically plausible way, even if sometimes incorrect.

Further Spelling Conventions

- spell simple compound words (e.g. dustbin, football).
- read words that they have spelt.
- take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those

Spelling Rules and Guidance

Apply Year 1 spelling rules and guidance*, which includes:

- * the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions;
- * the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think);
- * dividing words into syllables (e.g. rabbit, carrot);
- * the /tʃ/ sound is usually spelt as 'tch' and exceptions;

- * the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live);
- * adding -s and -es to words (plural of nouns and the third person singular of verbs);
- * adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping);
- * adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest);
- * spelling words with the vowel digraphs and trigraphs:
 - 'ai' and 'oi' (e.g. rain, wait, train, point, soil);
 - 'oy' and 'ay' (e.g. day, toy, enjoy, annoy);
 - a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune);
 - 'ar' (e.g. car, park);
 - 'ee' (e.g. green, week);
 - 'ea' (e.g. sea, dream);
 - 'ea' (e.g. meant, bread);
 - 'er' stressed sound (e.g. her, person);
 - 'er' unstressed schwa sound (e.g. better, under);
 - 'ir' (e.g. girl, first, third);
 - 'ur' (e.g. turn, church);
 - 'oo' (e.g. food, soon);
 - 'oo' (e.g. book, good);
 - 'oa' (e.g. road, coach);
 - 'oe' (e.g. toe, goes);
 - 'ou' (e.g. loud, sound);
 - 'ow' (e.g. brown, down);
 - 'ow' (e.g. own, show);
 - 'ue' (e.g. true, rescue, Tuesday);
 - 'ew' (e.g. new, threw);
 - 'ie' (e.g. lie, dried);
 - 'ie' (e.g. chief, field);
 - 'igh' (e.g. bright, right);
 - 'or' (e.g. short, morning);
 - 'ore' (e.g. before, shore);
 - 'aw' (e.g. yawn, crawl);
 - 'au' (e.g. author, haunt);
 - 'air' (e.g. hair, chair);
 - 'ear' (e.g. beard, near, year);
 - 'ear' (e.g. bear, pear, wear);
 - 'are' (e.g. bare, dare, scared);
- * spelling words ending with -y (e.g. funny, party, family);
- * spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);
- * using 'k' for the /k/ sound (e.g. sketch, kit, skin)