



## Widmer End CC School Progression of Skills in Writing

<b>Year 1 writing grid</b>
<b>Composition</b>
<b>Sequences sentences to form short narratives.</b>
<b>Re-reads what they have written to check that it makes sense.</b>
Says out loud what they are going to write about
Composes a sentence orally before writing it.
Discusses what they have written with the teacher or other pupils.
Reads aloud their writing clearly enough to be heard by their peers and the teacher.
<b>Vocab spelling and punctuation</b>
<b>Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</b>
Understands how words can combine to make sentences.
Separates words with spaces.
Joins words and clauses using 'and.'
Uses capital letters for names and for the personal pronoun 'I'.
Shows understanding of regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.
Shows understanding of how the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)
Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)
<b>Transcription/spelling</b>
<b>Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</b>
<b>Names the letters of the alphabet in order.</b>
<b>Spells words containing each of the 40+ phonemes already taught.</b>
Spells the days of the week.
Spells common exception words.
Uses letter names to distinguish between alternative spellings of the same sound.
Understands that words are divided into 'beats' or syllables.
Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.
Distinguishes between homophones and near-homophones.
Uses –ing, –ed, –er and –est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest).
Uses the prefix un–
<b>Transcription Handwriting</b>
<b>Begins to form lower-case letters in the correct direction, starting and finishing in the right place</b>
Forms capital letters.
Form digits 0-9.
Sits correctly at a table, holding a pencil comfortably and correctly.
Understands which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practises these.
<b>Terminology</b>
Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark