



Barrowcliff School

Skills Progression in Key Stage 1

Writing

Year 1

	Emerging	Working Towards	ARE	EXC
Composition	<p>Understand that writing has to make sense to the reader.</p> <p>Say out loud what they are going to write about (developing an awareness of genre e.g. 'I am going to write a note/list/story). - Composing a sentence orally before writing it.</p> <p>Understand that stories have a beginning, a middle and an end. - Understand that a recount and instructions have to be in chronological order.</p> <p>Re-reading what they have written to make sure that it makes sense.</p>	<p>Choose the appropriate form for audience and purpose.</p> <p>Sequence sentences to form short narratives.</p> <p>Write a recount and instructions in chronological order. Write simple stories with a beginning, middle and end.</p> <p>Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and their teacher.</p>	<p>Write simple recounts and instructions or retelling of traditional and narrative stories.</p> <p>Writing communicates meaning through simply structured sentences (simple sentences).</p> <p>Compose simple sentences and sequences to form short narratives</p> <p>Think aloud, sequence ideas, draft and check the meaning is clear.</p>	<p>All aspects of writing composition: planning, drafting, evaluating and proof-reading at national standard are embedded and used consistently.</p> <p>Adopts and maintains an appropriate form throughout all sentences.</p> <p>Is able to make suggestions of ways to improve writing. Fluent writing across a range of genres both fiction and nonfiction.</p> <p>Justify reasons and opinions about their writing.</p>

<p>Vocabulary, Grammar and Punctuation</p>	<p>-Leave spaces between words. - Punctuate sentences using a capital letter and a full stop. - Use a capital letter for the names of people and the personal pronoun 'I'.</p> <p>Joining words using the conjunction 'and'.</p>	<p>Joining clauses using the conjunction 'and'.</p> <p>Begin to understand past and present tense. Punctuate sentences using a question mark or an exclamation mark. Use a capital letter for places and the days of the week.</p>	<p>Simple dictated sentences are written accurately with a capital letter and full stop. Simple sentences are written independently. Two single clause sentences are joined using 'and'. (simple and compound sentences)</p> <p>Past and present tense sometimes used consistently. Use the grammatical terminology in discussing their writing (see above).</p> <p>Use capital letters for names and the pronoun 'I'. Separate words in sentence with spaces. Beginning to use full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>All writing shows application of vocabulary and grammar at the national standard is embedded and consistent.</p> <p>Writing demonstrates consistent use of simple and complex sentences.</p> <p>Use and apply adventurous vocabulary linked to their reading and oral vocabulary.</p>
<p>Transcription (spelling & handwriting)</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly. Form lower case letters in the correct direction, starting and finishing in the correct place. Form digits 0-9.</p>	<p>Form capital letters. - Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Spell common exception words (see appendix 1). -</p>	<p>Form all letters and numbers in the correct direction, starting and finishing in the correct place.</p> <p>Usually correct spelling of high frequency words. - Correctly add prefixes and</p>	<p>All writing shows application of punctuation at the national standard is embedded and consistent.</p>

	<p>Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Spell words containing each of the 40+ phonemes already taught.</p> <p>Spell common exception words (see appendix 1). -Spell days of the week. Add regular plural noun suffixes s or es as the plural marker for nouns e.g. dogs, churches and the third person singular marker for verbs e.g. a dog fetches a stick or some dogs fetch a stick. Add the suffix ing where no change is needed to the spelling of the root word e.g. helping, eating.</p>	<p>Add the suffixes ed, er, est where no change is needed in the spelling of the root word e.g. helped, helper, quicker, quickest.</p> <p>Adding the prefix un to change the meaning of verbs and adjectives.</p>	<p>suffixes that have been taught. Spell common exception words (see appendix 1).</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Punctuation is used correctly throughout writing.</p>
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Year 2

	Emerging	Working Towards	ARE	EXC
Composition	<p>Plan or say aloud what they are going to write about. Write down ideas and/or key words, including new vocabulary.</p> <p>Understand beginning, a middle and an end of a story as the setting, problem and resolution. Understand the organisational features of recounts, instructions, explanations and non-chronological reports e.g. headings, sub-headings, conjunctions to sequence. Understand poems can be written in verses.</p> <p>Evaluating their writing with the teacher and other pupils.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Encapsulate what they want to say sentence by sentence.</p> <p>Write stories with a setting, problem and resolution. - Write recounts, instructions, explanations and nonchronological reports using the appropriate organisational features e.g. headings, subheadings, conjunctions to sequence. Write poems in verses.</p> <p>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. Proof reading to check for</p>	<p>Maintains the form when writing real and fictional narratives, recounts and poetry</p> <p>Consider what they are going to write before beginning.</p> <p>Clear, logical structures are used to support different types of writing (e.g. narrative - beginning, middle, end, simple heading for non-fiction).</p> <p>Applies appropriate structure to their own writing Related sentences are grouped together</p>	<p>All aspects of writing composition: planning, drafting, evaluating and proof-reading at national standard are embedded and used consistently. Adopts and maintains an appropriate form throughout longer pieces of writing for different purposes Uses the drafting process to gather and write down ideas and key words, including new vocabulary, drawn from a wide range of reading across the curriculum In response to discussion or comment: evaluates their writing according to purpose, the effectiveness of word choice, grammar and punctuation Makes</p>

		errors in spelling, grammar and punctuation.		<p>simple additions, corrections and revisions to their writing often without prompting</p> <p>Fluent writing across a range of genres both fiction and nonfiction Justify reasons and opinions about their writing.</p>
Vocabulary, Grammar and Punctuation	<p>-Learn about sentences with different forms: statement, question, exclamation, command. -Use expanded noun phrases to describe and specify e.g. the blue butterfly</p> <p>Use adjectives to expand noun phrases for description e.g. the blue butterfly. - Understand subordination (using conjunctions when, if, that, because) and co-ordination (using conjunctions or, and, but)</p> <p>Learn how to use both familiar and new punctuation correctly including full stops, capital</p>	<p>To expand noun phrases for specification e.g. the man in the moon. To choose appropriate words to create a desired effect e.g. increasingly sophisticated adjectives and verbs etc. - Understand subordination (using conjunctions when, if, that, because) and co-ordination (using conjunctions or, and, but)</p> <p>Use the past and present tenses correctly and consistently using the progressive form. -Use subordination (using when, if, that or because) and co-</p>	<p>Discusses writing with the teacher and other pupils to: evaluate the effective use of word choice, grammar and punctuation; make appropriate additions, revisions and corrections</p> <p>Adjectives used to expand nouns Main and subordinate clauses are joined using coordination 'and, but, so' and subordination 'because, when, if, that'. Words are appropriate to the task</p>	<p>All writing shows application of vocabulary and grammar at the national standard is embedded and consistent. Writing demonstrates confident and consistent use of: a variety of sentences with different structures and functions, correctly punctuated, and with correct choice of vocabulary used. The past and present tense, including the progressive form, is correctly chosen and consistently used</p>

	<p>letters, exclamation marks, questions marks, apostrophes for contracted forms.</p>	<p>ordination (using or, and or but)</p> <p>Learn how to use both familiar and new punctuation correctly including commas for lists and apostrophes for the possessive (singular)</p>	<p>Correctly use the grammar for Year 2 (See year group PoS) Use some features of written Standard English. - Use and understand the grammatical terminology in discussing their writing (see above)</p> <p>Uses capital letters, full stops, question marks and exclamation marks to demarcate sentences. Uses commas in a list, apostrophe for omission and singular possession</p>	<p>throughout writing. Use and apply adventurous vocabulary linked to their reading and oral vocabulary. Consistent oral and written use of correct grammatical forms (standard English) e.g. 'those houses' not 'them houses'</p> <p>All writing shows application of punctuation at the national standard is embedded and consistent. Punctuation is used correctly, including apostrophes for contractions and singular possession in nouns. Is able to write accurately from memory simple sentence dictated by the teacher that includes correct use of punctuation taught so far</p>
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<p>Transcription (spelling & handwriting)</p>	<p>Form lower case letters of the correct size relative to one another. -Start to use some of the diagonal and horizontal strokes needed to join letters. - Use spacing between words that reflects the size of the letters.</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learn to spell common exception words (see appendix 1). Learn to spell more words with contracted forms. Add suffixes to spell longer words ment, -ness, -ful, -less, -ly, -er, -est.</p>	<p>-Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>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. - Distinguish between homophones and near homophones. Learn to spell common exception words (see appendix 1). Learn the possessive apostrophe (singular) e.g. the girl's book. Learn formation of nouns by compounding e.g. whiteboard, superman.</p>	<p>Capital and lower-case letters are the correct size, orientation and relationship to each other</p> <p>Spelling of high frequency, single and monosyllabic words usually accurate. More complex words are phonetically spelt. Learn to spell common exception words (see appendix 1). Apply spelling rules and guidance (see appendix 1). Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>All handwriting across the curriculum , including number formation, at the national standard is embedded and consistent in both taught sessions and independent work. Handwriting is legible and consistent in size with appropriate spacing between words. Diagonal and horizontal strokes are used consistently to join letters with an understanding that some adjacent letters may be best left unjoined.</p>
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