

Year 1 Term 1 English- Writing Progression Document

Spelling	Handwriting	Punctuation	Grammar
<p>Statutory requirements The boundary between revision of work covered in reception and the introduction of new work may vary according to the programme used, but basic revision should include:</p> <ul style="list-style-type: none"> • all letters of the alphabet and the sounds which they most commonly represent • consonant digraphs which have been taught and the sounds which they represent • vowel digraphs which have been taught and the sounds which they represent • the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds • words with adjacent consonants • guidance and rules which have been taught • the days of the week (T1) 	<p>Understand which letters belong to which handwriting families and begin to form both the lowercase and uppercase forms correctly.</p> <p>Please see handwriting progression (Sept 22)</p>	<p>Leaves spaces between words.</p>	<p>Suffixes that can be added to verbs where no change is needed in the spelling of root words ing, ed, er helping, helped, helper</p>
<p>Beginning to correctly spell words containing the graphemes listed in term 1 of the CKIS phonics teaching sequence document.</p>	<p>Form numbers 0-9</p>	<p>When writing a simple sentence, pupils use capital letter and full stop with some prompting.</p>	<p>Arrange words to form sentences that make sense.</p>
<p>Writing simple dictated sentences</p>		<p>Uses capital letter for personal pronoun I and days of the week.</p>	<p>Joining words and clauses, using and</p>
<p>2021 amended list: the, to, I, a, was, they, is, his, said, says, of, are, by, one, once</p>			<p>Sequencing sentences to form short narratives.</p>
<p>Composition... Pupils should be taught to:</p> <ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • 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. 			<p>Terminology: Letter, capital letter, word, sentence, full stop. Noun adjective, verb conjunction, plural, suffix</p>

Year 1 Term 2 English

Spelling	Handwriting	Punctuation	Grammar
Beginning to correctly spell words containing the graphemes listed in term 2 of the CKIS phonics teaching sequence document. Prefix 'un'	Form both the lowercase and uppercase forms of letters correctly with more fluency and consistency. Please see handwriting progression (Sept 22)	<u>NC</u> : Begins to show awareness of what a sentence is and use capital letters and full stop when writing more than one sentence.	Term 1 plus: Regular plural noun suffixes –s or –es Dog, dogs; wish, wishes including the effects of these suffixes on the meaning of the noun.
	Form numbers 10-20 (including clear spacing).	Recognise sentence boundaries in spoken sentences.	Identify technical vocab in sentences Adjectives Nouns Verbs Plurals Suffix
s/es as plural marker for nouns	Letters sitting on line starting to be more consistent.	Uses a capital letter for proper nouns, days of the week, months of the year and personal pronoun I.	Arrange words to form sentences that make sense.
2021 Amended list: be, he, me, she, we, do, love, push, put, pull, full, some, come, you, your	Clear ascenders and descenders.	Shows awareness of the use of: ? & !	
Composition... Pupils should be taught to: <ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • 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. 			

Year 1 Term 3 English

Spelling	Handwriting	Punctuation	Grammar
<p>Statutory requirements Pupils should be taught to: spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words 	<p>Please see handwriting progression (Sept 22)</p>	<p>Able to punctuate (more than 50%) of sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>How the prefix un- changes the meaning of verbs and adjectives: for example, unkind, or untie)</p>
<p>Statutory requirements name the letters of the alphabet:</p> <ul style="list-style-type: none"> naming the letters of the alphabet in order (T1 – T3) using letter names to distinguish between alternative spellings of the same sound (T1 - T3) <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> using the spelling rule for adding –s or –es (T2) as the plural marker for nouns and the third person singular marker for verbs using the prefix un- (T3) 	<p>Numbers 0-20 formed correctly.</p>		<p>Identify technical vocab in sentences Adjectives Nouns Verbs Plurals Suffix</p>
<p>At this stage pupils will be spelling some words in a phonically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing those sounds.</p>	<p>Letters sitting on the line with clear ascenders and descenders.</p>		<p>using –ing, -ed, -er (T1) and –est where no change is needed in the spelling of root words (for example, helping, helped, helper,)</p>
<p>Beginning to correctly spell words containing the graphemes listed in term 3 of the CKIS phonics teaching sequence document.</p>			
<p>2021 Amended list: my, no, go, so, there, where, our, has, here, were, school, today, house, ask, friend</p>			
<p>Composition... Pupils should be taught to:</p> <ul style="list-style-type: none"> write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense 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. 			