

## English - Writing Progression: Year 1

<b>Spelling</b>	<ul style="list-style-type: none"> <li>*The sounds /f/ (<b>if, puff, photo</b>), /l/ (<b>leg, hill</b>), /s/ (<b>sit, miss, cell</b>), /z/ (<b>zip, hens, buzz</b>) and /k/ (<b>cat, check, key, school</b>) spelt ff, ll, ss, zz and ck</li> <li>*The /ŋ/ (<b>sing</b>) sound spelt n before k</li> <li>*Division of words into syllables</li> <li>*-tch</li> <li>*The /v/ (<b>vet</b>) sound at the end of words</li> <li>*Adding s and es to words (<i>Y1 word level</i>)</li> <li>*Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word (<i>Y1 word level</i>)</li> <li>*Adding –er and –est to adjectives where no change is needed to the root word</li> <li>*vowel digraphs &amp; trigraphs: ai, oi, ay, oy, a–e, e–e, i–e, o–e, u–e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are</li> <li>*Words ending –y</li> <li>*New consonant spellings ph and wh</li> <li>*Using k for the /k/</li> <li>*Adding the prefix –un (<i>Y1 word level</i>)</li> <li>*Compound words</li> <li>*Common exception words</li> <li>*The days of the week</li> <li>*Name the letters of the alphabet</li> <li>*Dictation</li> </ul>
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>*revision of correct letter formation using RWI handwriting phrases - letters grouped by shape: Around (c a o d g q) /Down (l t b p k h i j m n r u y) /Curly (e f s) /Zigzag (v w z x)</li> <li>*correct positioning of letters on the line</li> <li>*correct sizing of letters</li> <li>*correct positioning and sizing of ascenders and descenders: boat letters (a c e i m n o r s u v w x z) / sun letters (b d h k l t f) / water letters (g j p q y)</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>*write sentences by saying out loud what they are going to write about</li> <li>*composing a sentence orally before writing it</li> <li>*sequencing sentences to form short narratives (<i>Y1 sentence level</i>)</li> <li>*re-reading what they have written to check that it makes sense</li> <li>*discuss what they have written with the teacher or other pupils</li> <li>*read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>
<b>Word Level (V&amp;G)</b>	<ul style="list-style-type: none"> <li>*Regular <b>plural noun suffixes</b> –s or –es (<i>Y1 spelling</i>)</li> <li>*<b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (<i>Y1 spelling</i>)</li> <li>*How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (<i>Y1 spelling</i>)</li> <li>*Introduce names for word classes including nouns, verbs and adjectives</li> </ul>
<b>Sentence Level (V&amp;G)</b>	<ul style="list-style-type: none"> <li>*How <b>words</b> can combine to make <b>sentences</b></li> <li>*Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></li> <li>*Using other co-ordinating conjunctions e.g. <i>but</i></li> <li>*Use <b>adjectives</b> (describing words) such as <i>pretty, new, blue, fierce</i>.</li> </ul>
<b>Text Level (V&amp;G)</b>	<ul style="list-style-type: none"> <li>*Sequencing <b>sentences</b> to form short narratives</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>*Separation of <b>words</b> with spaces</li> <li>*Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></li> <li>*Capital letters for names of people, places, the days of the week, and for the personal <b>pronoun I</b></li> </ul>
<b>VGPS Terminology</b>	<ul style="list-style-type: none"> <li>letter, capital letter</li> <li>word, singular, plural</li> <li>sentence</li> <li>punctuation, full stop, question mark, exclamation mark</li> </ul>