



KS1 ENGLISH

PROGRESSION of WRITING

YEAR 1	Word			Sentence	Text
	Transcription			Grammar and Punctuation	Composition
1	Phonics			<i>In SPaG activities and during independent writing activities demonstrate the ability to:</i> <ul style="list-style-type: none"> Joins clauses using the conjunction and Separate words in sentences using finger spaces Capital letters for names of people, places, days of the week and the personal pronoun I Demark sentences using . ! ? 	<i>Through speaking and listening activities:</i> <ul style="list-style-type: none"> Compose a sentence orally before writing it <i>Through planning activities:</i> <ul style="list-style-type: none"> Say out loud what they are going to write. <i>Through writing and evaluating independent writing:</i> <ul style="list-style-type: none"> Sequence sentences to form short narratives or recounts Re-read what they have written to check that it makes sense.
	L & S	<i>In Phonic Assessments</i>	<i>Independent writing</i>		
	3	Phonetic attempts at CVC words made using: ai ee igh oa oo/oo oi er(u) er or ow ar air ear Divides words into syllables in order to segment them	Phonetic attempts at CVC words made using: ai ee igh oa oo/oo oi er(u) er or ow ar air ear Divides words into syllables in order to		
	4	Phonetic attempts at CVCC/CCVC to CCCVCC words made. Divides such words into syllables in order	Phonetic attempts at CVCC/CCVC to CCCVCC words made. Divides such words into syllables in	<i>In SPaG activities demonstrate an understanding of the terms:</i> <ul style="list-style-type: none"> Letter Capital letter Word Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark 	<i>Through performing and presenting the texts they write:</i> <ul style="list-style-type: none"> Read aloud their writing clearly enough to be heard by their peers and the teacher.
	5	Phonetic attempts at words made taking into account the rules for: a-e ay e-e ee ea ie y i-e igh ie o-e ow oe u-e ue ew ore aw au ir ur ou oy ea ear are (air) ph wh Divides such words	Phonetic attempts at words made taking into account the rules for: a-e ay e-e ee ea ie y i-e igh ie o-e ow oe u-e ue ew ore aw au ir ur ou oy ea ear are (air) ph wh		

	Additional	tch -ve (for v at the end) k for /k/ phoneme before e, i or y <i>Divide each word</i>	tch -ve (for v at the end) k for /k/ phoneme before e, i or y <i>Divide each word</i>			
	High Frequency Words <i>Pupils know and use:</i> <ul style="list-style-type: none">Days of the weekYear 1 Spelling List (incl. Tricky Words).					
	Spelling Patterns <i>Through independent writing activities demonstrate an ability to use:</i> <ul style="list-style-type: none">Use the prefix -un <i>unhappy, undo, unload,</i>s and -es suffixes for plurals and on verbs in the singular third person. <i>cats, thanks, catches</i>Adding suffixes where there is no change to the root word - ing, -ed, -er and -est <i>jumping/jumped/jumper</i> <i>fresher/freshest</i>Write simple sentences dictated by the teacher.					

Year 2	Words			Sentences	Texts	
	Transcription			Grammar and Punctuation	Composition	
	Phonics			<i>During independent writing activities demonstrate an ability to:</i> <ul style="list-style-type: none">Form lower case letters of the correct size relative to one another.Start using some of the diagonal and horizontal joins: Diagonal join to ascender: <i>at, all, th, ch,</i> Diagonal join no ascender: <i>in, im, cr, tr, dr, lp, mp, ee, ai, ay, ime, ine</i> Diagonal join no ascender to an anti-clockwise letter: <i>id, ig, nd, ld, ng</i> Horizontal join no ascender: <i>op, oy, one, ome,</i> Horizontal join no ascender to an anti-clockwise letter: <i>oa, og, wa, wo, ol, ot, wh, oh, of, if</i> Horizontal join from r: <i>ere, are</i> Break letters: <i>j, g, x, y, z, b, f, p, q, r, s</i> <ul style="list-style-type: none">Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case lettersUse spaces between words that reflect the size of the letters.	<i>In SPaG activities and during independent writing activities demonstrate the ability to:</i> <ul style="list-style-type: none">Change word order to write sentences as statements, questions, exclamations and commandsexpand noun phrases to describe and specifywrite in the present (<i>I walk, I am walking</i>) and past tense (<i>I walked, I was walking</i>)use conjunctions to co- ordinate (<i>or, and, but</i>) and subordinate (<i>when, if, that, because</i>)Demark sentences using . A ! ? , (in lists) and ' (contradiction and possession).	<i>Through speaking and listening activities:</i> <ul style="list-style-type: none">Say out loud what they are going to write, sentence by sentence <i>Through planning activities:</i> <ul style="list-style-type: none">Record key ideasRecord key vocabularyEncapsulate what they want to say sentence by sentence <i>Through writing and evaluating independent writing, some of which is extended, show an ability to:</i> <ul style="list-style-type: none">Write narratives (fictional stories and recounts)Write about real eventsWrite poetryWrite for different purposesRe-read their writing to check that it makes sense including the correct use of tense, spelling and punctuation. <i>Through performing and presenting the texts they write:</i> <ul style="list-style-type: none">Read aloud what they have written using intonation to make meanings clear.
	L & S	Phonics Assessment	Applied			
	Additional	Phonetic attempts at words made taking into account the rules for:	Phonetic attempts at words made taking into account the rules for:			
		/j/ - g dge ge	/j/ - g dge ge			
		/s/ - as c	/s/ - as c			
High Frequency Words <i>Pupils know and use:</i> <ul style="list-style-type: none">Year 2 Spelling List						
Spelling Patterns <i>Through independent writing activities demonstrate an ability to use:</i> <ul style="list-style-type: none">SuffixesAdding suffixes to create words which add detail -ment, -ness, - ful, -less, - ly.Knocks off e before adding - ing, ed, er, est, y <i>Hiking, hiked, hiker, nicest, shiny</i>						
In SPaG activities demonstrate an understanding of the terms:						

- Knocks off y before adding **-ed**, **--er**, **-est**
Copied, copier, happiest
- Keeps y before adding **ing**
Copying, replying
- Doubles the end consonant to avoid making a split vowel digraph when adding **-ing**, **-ed**, **-er**, **-est**, **y** to 1 syllable words *Dropping, dropped, dropper, saddest, runny (but not for x - mixing, mixed, mixer, mixes)*
- Plurals/adding es/s to verbs
- change y to i before adding **es**
Fly/flies, try/tries, baby/babies (except donkeys, monkeys)
- Uses apostrophe for possession for singular nouns:
Ravi's, the girl's, the child's
- Common homophones:
there/their/they're, here/hear, quite/quiet, one/won, to/too/two.
- Punctuation:
- Spell contracted forms: *can't, don't, hasn't, couldn't, it's, I'll*
- Write simple sentences dictated by the teachers using words and punctuation from Year 1 and 2 expectations.

- Noun
- Noun phrase
- Statement
- Question
- Exclamation
- Command
- Compound sentence
- Adjective
- Verb
- Present and past tense
- Apostrophe
- comma