



William Martin Schools and Nursery & St James' Church of England Primary School



Writing Progression

KPIs are written in red.

Assessment period	Year 1		
	Transcription/grammatical features	Composition	
Autumn	Sp	<p>Spell some phonetically regular words correctly using phonetic knowledge from phases 2, 3 and 4 in independent writing</p> <p>In focused spelling activities: Spell some common exception words for yr 1</p>	<p>Say out loud what they are going to write about</p> <p>Orally compose a sentence with some support</p> <p>Discuss what they have written with a teacher or other pupils</p>
	P	<p>On several occasions: Use a capital letter in one, or more, sentences correctly. Use a full stop in one or more correct places in a passage of writing. Leave spaces between words Use a capital letter for personal pronoun I and for people's names</p>	
	G	Combine words to write a sentence	
	H	<p>Form many lowercase letters in the correct direction, starting and finishing in the right place. Sit correctly at a table to write Hold a pencil comfortably and correctly</p>	



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Spring	Sp	<p>Spell many phonetically regular words correctly using phonetic knowledge from phases 2, 3 and 4 in independent writing</p> <p>Name the letters of the alphabet</p> <p>In focused spelling activities: Spell many common exception words for yr 1 Add s or es for plural nouns and verbs Spell at least 3 days of the week correctly</p>	<p>Orally compose a sentence independently</p> <p>Write at least 2-3 sentences independently</p> <p>Reread own writing to a teacher</p> <p>Use words or phrases from known stories in own writing</p>
	P	<p>On many occasions: Use a capital letter in one, or more, sentences correctly Use a full stop in at least 2 correct places in a passage of writing. Leave spaces between words Use a capital letter for personal pronoun I and for people's names</p>	
	G	<p>Combine words to write 2-3 sentences Use the conjunction 'and'</p>	
	H	<p>Form many capital letters correctly. Write the digits 0 – 9 correctly on most occasions</p>	



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Summer	Sp	<p>Spell many phonetically regular words correctly using phonetic knowledge from phases 2-5 in independent writing</p> <p>In focused spelling activities: Spell most common exception words for yr 1 Spell most days of the week (with a capital letter) Add s or es for plural nouns and verbs Spell words using the prefix un where no change is needed to the root word (undress, untie, undo) Spell words using ing, ed, er, est where no change is needed to the root word (helper, helping, helped, eating, quicker, quickest)</p>	<p>Use the writing strategy: think it, say it, write it, read it for all sentences.</p> <p>Sequence sentences to form a short narrative.</p> <p>Reread writing to check it makes sense.</p> <p>Include descriptive details to engage the reader (eg simple adjectives, time phrases)</p> <p>Use exclamation marks to grab the reader's attention.</p> <p>Write in the 1st and 3rd person.</p>
	P	<p>On most occasions: Use a capital letter in one, or more, sentences correctly. Use a full stop in at least 2 correct places in a passage of writing. Leave spaces between words Use a capital letter for personal pronoun I and for people's names</p>	
	G	<p>Use coordination (and)</p>	
	H	<p>Most lower-case letters correctly formed and orientated Form most capital letters correctly Form the digits 0-9 correctly</p>	
Guidance for Assessing Greater Depth:	<ul style="list-style-type: none"> • Pupils may be awarded greater depth if they securely meet all of the criteria transcription and composition. Work must show evidence of a developing narrative voice, which may include using words and phrases from texts they have read. • The criteria for spelling must be evident outside of spelling activities and in their independent written work. Where spellings are incorrect, the attempt must be phonetically plausible or show an awareness of the spelling rule they are attempting to apply (for example, they may not change the root word correctly as this is beyond the year 1 curriculum but they do add the prefix/suffix and spell it accurately). • They must also demonstrate a good level of independence when writing and they may be starting to meet objectives from the term ahead. 		