

Woodcocks' Well C of E Primary School
Writing Progression Model
Year 1 and 2

	Knowledge	Skills
1	<p><u>Transcription</u> To know how to spell words containing each of the 40+ phonemes already taught, common exception words and the days of the week.</p> <p>To know the letters of the alphabet.</p> <p>To know how to add prefixes and suffixes.</p> <p>To know how to apply simple spelling rules</p> <p>To know how to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<ul style="list-style-type: none"> • see appendix 1 of POS for the full list. • name the letters of the alphabet in order. • use letter names to distinguish between alternative spellings of the same sound. • use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. • use the prefix un– • use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]. • see appendix 1 of POS
2	<p><u>Transcription</u> Pupils should be taught spelling and different spelling rules: (See English appendix 1)</p>	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • 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 • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl’s book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
1	<p><u>Handwriting</u> To know which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly. • begin to form lower-case letters in the correct direction, starting and finishing in the right place. • form capital letters. • form digits 0-9.
2	<p><u>Handwriting</u> Pupils should be taught handwriting skills:</p>	<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 strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.

<p>1</p>	<p><u>Composition</u> To know how to write sentences.</p> <p>To know how to read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<ul style="list-style-type: none"> • say out loud what they are going to write about. • compose a sentence orally before writing it. • sequence sentences to form short narratives. • re-read what they have written to check that it makes sense. <ul style="list-style-type: none"> • speak clearly enough to be heard by peers • speak clearly enough to be heard by the teacher • discuss what they have written with the teacher or other pupils.
<p>2</p>	<p><u>Composition</u> Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <p>To know what they are going to write before beginning by</p> <p>To know how to make simple additions, revisions and corrections to their own writing by:</p>	<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • 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 errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear.
<p>1</p>	<p><u>Vocabulary, Grammar and Punctuation</u> To know the concepts set out in English Appendix 2.</p> <p>To use the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<ul style="list-style-type: none"> • leave spaces between words. • join words and joining clauses using and. • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
<p>2</p>	<p><u>Vocabulary, Grammar and Punctuation</u> To know how to use both familiar and new punctuation correctly</p> <p>To know how to write a range of sentences which are grammatically accurately</p>	<ul style="list-style-type: none"> • use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • be able to write statement, question, exclamation, command sentences • use expanded noun phrases to describe and specify [for example, the blue butterfly] • use present and past tenses correctly and consistently including the progressive form • use subordination (using when, if, that, or because) • use co-ordinating conjunctions (using or, and, or but)

Vocabulary

Vocabulary will be the context of the subject. Where a discreet grammar/spelling lesson Year groups will follow the recommendations in appendix 1 / 2 of the POS

	Knowledge	Skills
2	<p><u>Transcription</u> Pupils should be taught spelling and different spelling rules: (See English appendix 1)</p> <p><u>Handwriting</u> Pupils should be taught handwriting skills:</p> <p><u>Composition</u> Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <p>To know what they are going to write before beginning by</p> <p>To know how to make simple additions, revisions and corrections to their own writing by:</p> <p><u>Vocabulary, Grammar and Punctuation</u> To know how to use both familiar and new punctuation correctly</p> <p>To know how to write a range of sentences which are grammatically accurately</p>	<ul style="list-style-type: none"> ● segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ● 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 ● learning to spell common exception words ● learning to spell more words with contracted forms ● learning the possessive apostrophe (singular) [for example, the girl's book] ● distinguishing between homophones and near-homophones ● add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly <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 strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters ● use spacing between words that reflects the size of the letters. <ul style="list-style-type: none"> ● writing narratives about personal experiences and those of others (real and fictional) ● writing about real events ● writing poetry ● writing for different purposes <ul style="list-style-type: none"> ● planning or saying out loud what they are going to write about ● writing down ideas and/or key words, including new vocabulary ● encapsulating what they want to say, sentence by sentence <ul style="list-style-type: none"> ● evaluating their writing with the teacher and other pupils ● 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 errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ● read aloud what they have written with appropriate intonation to make the meaning clear. <ul style="list-style-type: none"> ● use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ● be able to write statement, question, exclamation, command sentences ● use expanded noun phrases to describe and specify [for example, the blue butterfly] ● use present and past tenses correctly and consistently including the progressive form ● use subordination (using when, if, that, or because) ● use co-ordinating conjunctions (using or, and, or but)
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