
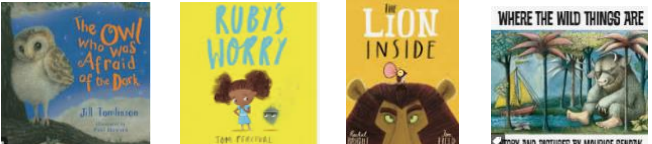
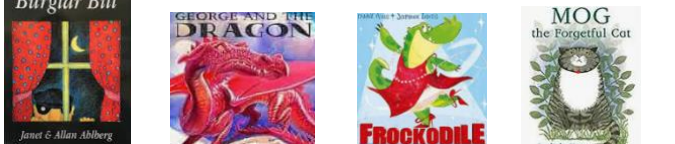


High Clarence Writing Progression Year A Year 1

		
Non- Fiction - Topic/Experience related	Non-Fiction - Topic/Experience related	Non-Fiction -Topic/Experience related
TERM ONE	TERM TWO	TERM THREE
<p>On track for EXPECTED standard (EXP)</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using GPC • Composing a sentence orally before writing it <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Begin to use capital letters for the beginning of sentences and for names • Write sentences sometimes demarcated accurately with full stops <p><u>Transcription</u></p> <ul style="list-style-type: none"> • Use taught phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible • Begin to separate words with spaces • Makes phonetically plausible attempts to spell words that have not been learnt • Begin to spell some common exception words taught so far • Begin to form most lower case letters in the correct direction, starting and finishing in the right place. • Begin to form capital letter correctly in the correct direction, starting and finishing in the right place. 	<p>On track for EXPECTED standard (EXP)</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> • Sequence sentences to form short, coherent narratives <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Write in first person using capital letter for “I” • To use capital letters for names usually correctly • Write sentences usually demarcated by full stops and capital letters • Join clauses by using the conjunction ‘and’ • Some correct use of exclamation marks • Use appropriate adjectives to describe <p><u>Transcription</u></p> <ul style="list-style-type: none"> • Begin to form most lower case letters in the correct direction, starting and finishing in the right place. <p>Form capital letter correctly in the correct direction, starting and finishing in the right place.</p> <ul style="list-style-type: none"> • Add the suffixes -s, -es and -un to spell many words correctly <p>Begin to apply simple spelling rules (English appendix 1)</p> <ul style="list-style-type: none"> • Consistently use spaces between words • Spell words containing each of the 40+ phonemes taught <p>Spell some common exception words taught so far</p> <ul style="list-style-type: none"> • Use taught phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible • Makes phonetically plausible attempts to spell words that have not been learnt • Form lower-case letters of the correct size relative to one another in some of their writing 	<p>On track for EXPECTED standard (EXP)</p> <p><u>Composition</u></p> <ul style="list-style-type: none"> • Logically sequence writing and non-fiction texts with some of their features • Read own writing to check it makes sense and make simple edits <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Use simple past and present verbs with increasing accuracy • Use simple noun phrases including adjectives • Independently choose to expand ideas and sentences using “and” effectively to avoid repetition • Use capital letters for names of people, places, days of the week and the personal pronoun I • On many occasions, use capital letters, full stops accurately and some exclamation marks and question marks to demarcate sentences <p><u>Transcription</u></p> <ul style="list-style-type: none"> • Form letters with most letters accurate in shape and size including capital letters and digits 0-9 (correctly and confidently) • Form capital letter correctly in the correct direction, starting and finishing in the right place. • Makes phonetically plausible attempts to spell words that have not been learnt • apply simple spelling rules (English appendix 1) • Spell common exception words taught so far • Add the suffixes -ing, -ed, -er to spell many words correctly
<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Independently structure writing by ordering sequence of events with use of words like first, next, after, when • Join clauses by using the conjunction ‘and’ • Use simple adjectives to describe • Use a range of statements and commands 	<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Independently choose to expand ideas and sentences using “and” effectively to avoid repetition • Independently choose to add detail using a variety of adjectives and vocabulary • Show some awareness of the reader by adding detail to engage and interest • Read own writing to check it makes sense • Make simple edits and corrections to own writing after discussion with peers and the teacher 	<p>On Track for GREATER DEPTH standard (GDS)</p> <ul style="list-style-type: none"> • Independently sequence sentences to form short narratives and non-fiction texts and re-read what has been written to check it makes sense • Begin to independently expand ideas with a range of simple conjunctions (and, because, but, so) • Use ambitious and interesting vocabulary for effect • Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately

If the writing does not make sense then work cannot be judged at expected standard

80% of statements must be ticked in order to award the standard