

High Clarence Writing Progression Year B Year 1

 Non-Fiction - Topic/Experience related	 Non-Fiction - Topic/Experience related	 Non-Fiction – Topic/Experience related
TERM ONE	TERM TWO	TERM THREE
On track for EXPECTED standard (EXP) <u>Composition</u> - Write from memory simple sentences dictated by the teacher that include words using GPC - Composing a sentence orally before writing it <u>Vocabulary, Grammar and Punctuation</u> - Begin to use capital letters for the beginning of sentences and for names - Write sentences sometimes demarcated accurately with full stops <u>Transcription</u> - 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.	On track for EXPECTED standard (EXP) <u>Composition</u> - Sequence sentences to form short, coherent narratives <u>Vocabulary, Grammar and Punctuation</u> - 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 <u>Transcription</u> - Begin to form most lower case letters in the correct direction, starting and finishing in the right place. - Form capital letter correctly in the correct direction, starting and finishing in the right place. - Add the suffixes -s, -es and -un to spell many words correctly - Begin to apply simple spelling rules (English appendix 1) - Consistently use spaces between words - Spell words containing each of the 40+ phonemes taught - Spell some common exception words taught so far - 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	On track for EXPECTED standard (EXP) <u>Composition</u> - Logically sequence writing and non-fiction texts with some of their features - Read own writing to check it makes sense and make simple edits <u>Vocabulary, Grammar and Punctuation</u> - 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 <u>Transcription</u> - 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
On Track for GREATER DEPTH standard (GDS) - 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	On Track for GREATER DEPTH standard (GDS) - 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	On Track for GREATER DEPTH standard (GDS) - 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