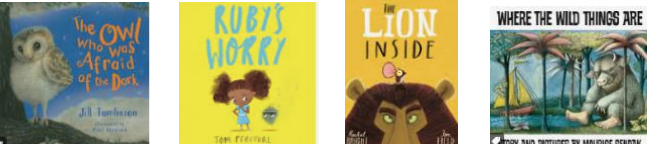
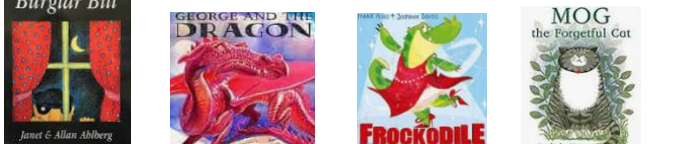


High Clarence Writing Progression Year A Year 1

		
Non- Fiction - Topic/Experience related	Non-Fiction - Topic/Experience related	Non-Fiction -Topic/Experience related
TERM ONE	TERM TWO	TERM THREE
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