**Riverdale Primary School Writing Skills Progression: Year 1.**

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| **Year 1 Writing Skills** |
| **Composition** |
| **Sequences sentences to form short narratives.** |
| **Re-reads what they have written to check that it makes sense.** |
| Says out loud what they are going to write about |
| Composes a sentence orally before writing it. |
| Discusses what they have written with the teacher or other pupils. |
| Reads aloud their writing clearly enough to be heard by their peers and the teacher. |
| **Vocab spelling and punctuation** |
| **Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.** |
| Understands how words can combine to make sentences. |
| Separates words with spaces. |
| Joins words and clauses using 'and.' |
| Uses capital letters for names and for the personal pronoun 'I'. |
| Shows understanding of regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. |
| Shows understanding of how the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) |
| Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) |
| **Transcription/spelling** |
| **Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.** |
| **Names the letters of the alphabet in order.** |
| **Spells words containing each of the 40+ phonemes already taught.** |
| Spells the days of the week. |
| Spells common exception words. |
| Uses letter names to distinguish between alternative spellings of the same sound. |
| Understands that words are divided into 'beats' or syllables. |
| Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. |
| Distinguishes between homophones and near-homophones. |
| Uses –ing, –ed, –er and –est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest). |
| Uses the prefix un– |
| **Transcription Handwriting** |
| **Begins to form lower-case letters in the correct direction, starting and finishing in the right place** |
| Forms capital letters. |
| Form digits 0-9. |
| Sits correctly at a table, holding a pencil comfortably and correctly. |
| Understands which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and practises these. |