**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.  |