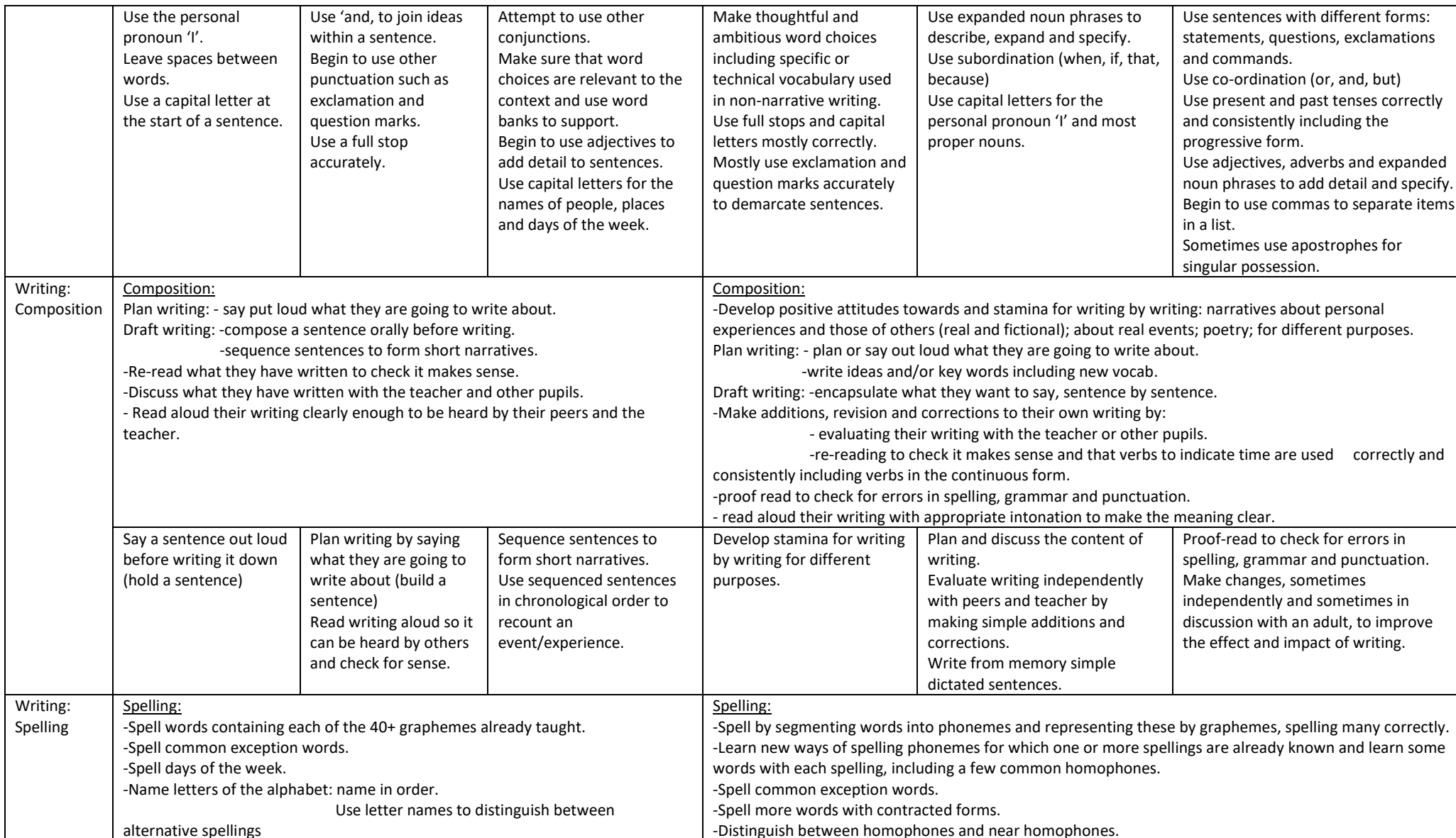
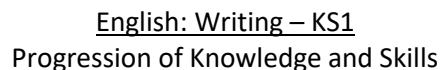




English: Writing – KS1
Progression of Knowledge and Skills



	<u>Year 1 - Cycle A</u>			<u>Year 2 - Cycle A</u>		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Homes and Habitats Sparkle and Shine	Dragons and Castles Near and Far	All creatures great and small Journeys	Homes and Habitats Sparkle and Shine	Dragons and Castles Near and Far	All creatures great and small Journeys
Writing: Handwriting	<u>Handwriting:</u> - sit correctly at a table, holding pencil correctly -begin to form letters correctly starting and finishing in the right place. -Form capital letters and digits 0-9 - understand which letters belong to which handwriting family			<u>Handwriting:</u> -form lower case letters of the correct size relative to one another. -start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined. -wrote capitals of the correct size, orientation and relationship to one another and lower case. -use spacing between words that reflects the size of letters. Write digits of the correct size and orientation.		
	Sit correctly at a table holding a pencil comfortably and correctly. Form digits 0-9 correctly.	Form lower case letters in the correct direction starting and finishing in the right place (cursive kicks and flicks, lead in lines).	Name letters of the alphabet in order. Form capital letters.	Use some of the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left un-joined. Write capital letters (and digits) of the correct size/orientation to one another.	Use spacing between words which reflects the size of the letters.	Form lower case letters of the correct size relative to one another.
Writing: Punctuation and grammar	<u>Punctuation and Grammar:</u> -how words can combine to make sentences. -joining words and joining sentences using 'and'. - sequencing sentences to form short narratives. - separation of words with spaces. - introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - capital letters for names and the personal pronoun 'I'. <u>Terminology:</u> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.			<u>Punctuation and Grammar:</u> - subordination (using when, if, that, because) and co-ordination (using or, and, but) - expanded noun phrases for description and specification (eg the blue butterfly) - how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. - correct choice and consistent use of the present tense and past tense throughout writing. - use of the progressive form of verbs in the present and past tense to mark actions in progress. - use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. <u>Terminology:</u> Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma		





English: Writing – KS1
Progression of Knowledge and Skills



	<p>of same sound.</p> <p>-Add prefixes and suffixes: -s or-es</p> <p>- un</p> <p>- ing –ed –er –est (where no change needed to root word)</p> <p>-Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>			<p>-Add suffixes to spell longer words: -ment, -ness, -ful, -less, -ly</p> <p>-Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>-Spell by learning the possessive apostrophe (singular).</p>		
	<p>Spell unknown words using phonemes and phonetically plausible attempts.</p>	<p>Use the suffixes –ing, -ed, -er, -est where no change is needed to the root word.</p> <p>Write from memory simple dictated sentences including the words taught so far.</p>	<p>Use letter names to show alternative spellings of the same phonemes.</p> <p>Spell words that use suffixes for plurals or 3rd person.</p>	<p>Segment spoken words into phonemes and record these as graphemes.</p>	<p>Spell longer words using suffixes such as ment, ful, ness, less, ly.</p> <p>Spell common exception words (see Y2 list)</p>	<p>Use apostrophes for the most common contracted words.</p> <p>Spell words with different/less common spellings – multisyllabic words.</p> <p>Identify and apply knowledge of homophones and near homophones.</p>



English: Writing – KS1
Progression of Knowledge and Skills



	Year 1 - Cycle B			Year 2 - Cycle B		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer
Topic	Marvellous Me Once Upon a time	Weird worlds and wild weather Sowing and growing	Superheroes The Seven Seas	Marvellous Me Once Upon a time	Weird worlds and wild weather Sowing and growing	Superheroes The Seven Seas
Writing: Handwriting	<u>Handwriting:</u> - sit correctly at a table, holding pencil correctly - begin to form letters correctly starting and finishing in the right place. - Form capital letters and digits 0-9 - understand which letters belong to which handwriting family			<u>Handwriting:</u> - form lower case letters of the correct size relative to one another. - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined. - wrote capitals of the correct size, orientation and relationship to one another and lower case. - use spacing between words that reflects the size of letters. Write digits of the correct size and orientation.		
	Sit correctly at a table holding a pencil comfortably and correctly. Form digits 0-9 correctly.	Form lower case letters in the correct direction starting and finishing in the right place (cursive kicks and flicks, lead in lines).		Use some of the diagonal and horizontal strokes needed to join letters. Understand which letters, when adjacent to one another, are best left un-joined. Write capital letters (and digits) of the correct size/orientation to one another.	Use spacing between words which reflects the size of the letters.	Form lower case letters of the correct size relative to one another.
Writing: Punctuation and grammar	<u>Punctuation and Grammar:</u> - how words can combine to make sentences. - joining words and joining sentences using 'and'. - sequencing sentences to form short narratives. - separation of words with spaces. - introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - capital letters for names and the personal pronoun 'I'. <u>Terminology:</u> Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.			<u>Punctuation and Grammar:</u> - subordination (using when, if, that, because) and co-ordination (using or, and, but) - expanded noun phrases for description and specification (eg the blue butterfly) - how grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. - correct choice and consistent use of the present tense and past tense throughout writing. - use of the progressive form of verbs in the present and past tense to mark actions in progress. - use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - commas to separate items in a list. Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. <u>Terminology:</u> Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma		



English: Writing – KS1
Progression of Knowledge and Skills



	Use the personal pronoun 'I'. Leave spaces between words. Use a capital letter at the start of a sentence.	Use 'and, to join ideas within a sentence. Begin to use other punctuation such as exclamation and question marks. Use a full stop accurately.		Make thoughtful and ambitious word choices including specific or technical vocabulary used in non-narrative writing. Use full stops and capital letters mostly correctly. Mostly use exclamation and question marks accurately to demarcate sentences.	Use expanded noun phrases to describe, expand and specify. Use subordination (when, if, that, because) Use capital letters for the personal pronoun 'I' and most proper nouns.	Use sentences with different forms: statements, questions, exclamations and commands. Use co-ordination (or, and, but) Use present and past tenses correctly and consistently including the progressive form. Use adjectives, adverbs and expanded noun phrases to add detail and specify. Begin to use commas to separate items in a list. Sometimes use apostrophes for singular possession.
Writing: Composition	<u>Composition:</u> Plan writing: - say put loud what they are going to write about. Draft writing: -compose a sentence orally before writing. - sequence sentences to form short narratives. -Re-read what they have written to check it makes sense. -Discuss what they have written with the teacher and other pupils. - Read aloud their writing clearly enough to be heard by their peers and the teacher.			<u>Composition:</u> -Develop positive attitudes towards and stamina for writing by writing: narratives about personal experiences and those of others (real and fictional); about real events; poetry; for different purposes. Plan writing: - plan or say out loud what they are going to write about. -write ideas and/or key words including new vocab. Draft writing: -encapsulate what they want to say, sentence by sentence. -Make additions, revision and corrections to their own writing by: - evaluating their writing with the teacher or other pupils. -re-reading to check it makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form. -proof read to check for errors in spelling, grammar and punctuation. - - read aloud their writing with appropriate intonation to make the meaning clear.		
	Say a sentence out loud before writing it down (hold a sentence)	Plan writing by saying what they are going to write about (build a sentence) Read writing aloud so it can be heard by others and check for sense.		Develop stamina for writing by writing for different purposes.	Plan and discuss the content of writing. Evaluate writing independently with peers and teacher by making simple additions and corrections. Write from memory simple dictated sentences.	Proof-read to check for errors in spelling, grammar and punctuation. Make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of writing.



English: Writing – KS1
Progression of Knowledge and Skills



Writing: Spelling	<u>Spelling:</u> -Spell words containing each of the 40+ graphemes already taught. -Spell common exception words. -Spell days of the week. -Name letters of the alphabet: name in order. Use letter names to distinguish between alternative spellings of same sound. -Add prefixes and suffixes: -s or-es - un - ing –ed –er –est (where no change needed to root word) -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.			<u>Spelling:</u> -Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly. -Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones. -Spell common exception words. -Spell more words with contracted forms. -Distinguish between homophones and near homophones. -Add suffixes to spell longer words: -ment, -ness, -ful, -less, -ly -Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. -Spell by learning the possessive apostrophe (singular).		
	Spell unknown words using phonemes and phonetically plausible attempts.	Use the suffixes –ing, -ed, -er, -est where no change is needed to the root word. Write from memory simple dictated sentences including the words taught so far.		Segment spoken words into phonemes and record these as graphemes.	Spell longer words using suffixes such as ment, ful, ness, less, ly. Spell common exception words (see Y2 list)	Use apostrophes for the most common contracted words. Spell words with different/less common spellings – multisyllabic words. Identify and apply knowledge of homophones and near homophones.