

Waterville Primary School Progression of Skills in English – Writing

Year 1	<p>National Curriculum The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils: acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language appreciate our rich and varied literary heritage write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p> <p>Pupils should be taught: -to spell most of the words taught so far and to spell unknown words using their understanding of the English Language. -to use a wide range of grammatical terminology and apply their understanding of grammar when writing. -to understand a use a wide range of punctuation, knowing how to manipulate punctuation to create different effects. -to articulate ideas, structuring them in speech and writing.</p>			
Explore and Develop Ideas	<p>Pupils should plan their writing by: -Saying out loud what they are going to write about. -Composing a sentence orally before writing it. -Sequencing sentences to form short narratives. -discussing what they have written with the teacher or other pupils.</p>		Handwriting	<p>Pupils should be taught to: -Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. -Sit correctly at a table, holding a pencil comfortably and correctly. -Form digits 0-9. To understand which letters, belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>
Evaluate and Edit Work	<p>Pupils should evaluate and edit by: -Re-reading their writing to check that it makes sense -Re-reading their writing and make changes independently.</p>			
Phonics	Spelling	Punctuation	Grammar	Composition
<p>Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes.</p> <p>Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).</p>	<p>-Spell a few common exception words (e.g. I, the, he, said, of). -Spell the days of the week. -Name the letters of the alphabet in order and using letter names to distinguish between alternative spellings of the same sound. -Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. -Add prefixes and suffixes using the prefix un-. -Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.</p> <p>Apply simple spelling rules and guidance, as listed in (English Appendix 1)</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>To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks. Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.</p>	<p>Understand how words can combine to make sentences. To use adjectives to describe nouns. To use simple sentence structures. To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences. Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat.</p>	<p>Pupils should draft and write by: - Using a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p>