

# Year 1 Writing Progression Map

Composition	Punctuation	Grammar	Spelling	Handwriting
<ul style="list-style-type: none"> <li>▪ I say a sentence out loud before I write it down. (<i>Hold a sentence</i>)</li> <li>▪ I plan my writing by saying what I am going to write about. (<i>build a sentence</i>)</li> <li>▪ I read my own writing aloud so it can be heard by others and check for sense. (<i>'Oops, I forgot to put a capital letter after that full stop.'</i>; <i>'I used my sounds to help me spell that long word.'</i>)</li> <li>▪ I sequence sentences to form short narratives. (<i>Beginning/middle/ end-sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.</i>)</li> <li>▪ I use sequence sentences in chronological order to recount an event /experience. (<i>Basic adverbials for when-First, Then, Next, After that</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I leave spaces between words.</li> <li>▪ I use a capital letter for the start of a sentence.</li> <li>▪ I begin to use other punctuation such as exclamation and question marks.</li> <li>▪ I use a full stop accurately.</li> <li>▪ I use capital letters for the names of people, places and days of the week. (<i>Aa</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I use the personal pronoun 'I'</li> <li>▪ I use 'and' to join ideas within a sentence. (<i>'I went to the park and played on the swing.'</i>)</li> <li>▪ I may attempt to use other conjunctions.</li> <li>▪ I make sure that word choices are relevant to the context and I use word banks to support this.</li> <li>▪ I begin to use adjectives to add detail to my sentences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ I spell unknown words using my phonemes (sounds). (<i>phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend</i>)</li> <li>▪ I use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</li> <li>▪ I write from memory simple dictated sentences including the words taught so far.</li> <li>▪ I use letter names to show alternative spellings of the same phonemes.</li> <li>▪ I spell words that use suffixes for plurals or 3<sup>rd</sup> person. (<i>E.g.: adding s/es; box, fox, fix, pencil, pen</i>)</li> </ul>	<ul style="list-style-type: none"> <li>▪ I sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>▪ I form the digits 0-9 correctly</li> <li>▪ I form lower case letters in the correct direction, starting and finishing in the right place. (<i>cursive- kicks and flicks</i>)</li> <li>▪ I name the letters of the alphabet in order.</li> <li>▪ I form capital letters.</li> </ul>