







Tower Hill Primary School Writing Progression Framework – Year 1

Year 1	Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
Ongoing, in school provision and approaches	<ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> ❖ Frequent and discrete, direct teaching of handwriting 	<ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • Use the grammatical terminology in English Appendix 2 in discussing their writing
Phase 1	<ul style="list-style-type: none"> • Spell: <ul style="list-style-type: none"> ◦ words containing each of the 40+ phonemes already taught ◦ common exception words taught in this phase ◦ the days of the week • Name the letters of the alphabet: <ul style="list-style-type: none"> ◦ Naming the letters of the alphabet in order ◦ Using letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes <ul style="list-style-type: none"> ◦ Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • Apply simple spelling rules and guidance, as listed in English Appendix 1 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 	<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> ◦ Saying out loud what they are going to write about <ul style="list-style-type: none"> ▪ Pupil is usually able to decide on a topic for writing and say what they will write about ▪ Some awareness of purpose with basic ideas and content usually linked to the task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions ◦ Composing a sentence orally before writing it <ul style="list-style-type: none"> ▪ Recognise sentence boundaries in spoken sentences ▪ Uses simple words, phrases and clauses in sentence-like structures to communicate meaning ▪ May include simple sentences working towards straight forward subject/verb agreement ▪ Some awareness of where to place capital letters and full stops ◦ Sequencing sentences to form short narratives <ul style="list-style-type: none"> ▪ A simple opening or closing phrase (often formulaic) may be used ◦ Re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ◦ leaving spaces between words ◦ joining words and joining clauses using and ◦ beginning to punctuate sentences using a capital letter and a full stop ◦ learning the grammar for year 1 in English Appendix 2
Phase 2	<ul style="list-style-type: none"> • Add prefixes and suffixes <ul style="list-style-type: none"> ◦ using -ing and -ed, where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 	<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> ▪ Some ideas/events linked by connecting vocabulary ▪ Pupils sometimes use question marks as alternatives to full stop ▪ Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions 	<ul style="list-style-type: none"> • Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ◦ beginning to punctuate sentences using a question mark ◦ using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Phase 3	<ul style="list-style-type: none"> • Add prefixes and suffixes <ul style="list-style-type: none"> ◦ Use the prefix un- ◦ Use -er and -est where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> ❖ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined 	<ul style="list-style-type: none"> • Write sentences by: <ul style="list-style-type: none"> ▪ Pupils demonstrate simple and compound sentences reliably ▪ Pupils sometimes use exclamation marks as alternatives to full stop 	<ul style="list-style-type: none"> • Develop understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> ◦ beginning to punctuate sentences using an exclamation mark

Tower Hill Primary School Spelling, Vocabulary, Grammar and Punctuation Progression Framework - Year 1

Spelling principles used as strands	 Phonemic principles, based on hearing sounds and knowing grapho-phonemic correspondence
	 High frequency, common irregular or commonly mis-spelt words that need practice for automaticity
	 Morphemic principles, based on seeing chunks of meaning (compound words, word roots and affixes)

Year 1	Vocabulary, Grammar and Punctuation								
Phase 1	Write a simple sentence starting with a noun/proper noun	To orally use simple co-ordinating conjunctions e.g. and, but	Use capital letters for names	Orally devise alliteration e.g. ...a cool cat... ...a sneaky snake...	Use a capital letter for 'I'	Prepositions: up, down, in, into, out, to, onto, under, inside, outside, above	Adjacent consonants	100 HFW (First 40 words)	Compound words
	<i>Finish the sentence with a full stop</i>	<i>Start sentences with a capital letter</i>	Use capital letters for days of the week	Use determiners: the, a, an, my your, his, her	Separate words with spaces				-s and -es for plurals
Phase 2	Regular plural noun suffixes -s or -es	Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction 'and'	Adding -ing, -ed and -er to verbs	Use connectives of sequence e.g. first, second, then	Similes e.g. ...as big as an elephant...	Phase 5 GPC (and revision of previous phases)	100 HFW (Next 30 words)	Introduce root words and affixes
	Use noun phrases adjective + noun	Use a regular simple-past-tense verb in a sentence e.g. He walked to school.	<i>Use question marks</i>	First person (I and we), second person (you) and third person (he, she)	Write a sentence that includes an adjective				Suffix -ing and -ed for verbs
Phase 3	Move from generic to specific nouns e.g. 'dog' to 'terrier'	Use the prefix un-	Subject-verb agreement with 'to do, 'to be' and 'to have'	<i>Use exclamation marks</i>			Phase 5 GPC	100 HFW (Final 30 words)	- er to make nouns (helper) and adjectives (faster) -est to make adjectives Prefix -un