



Birkdale Primary School: Learning and Progression Steps for Writing

YEAR 1 WRITING

	Autumn	Spring	Summer
<u>Sentence Structure</u>	Orally compose and begin to/develop write a simple sentence in response to a stimulus.	Write a simple sentence (sometimes with a frame including different sentence starters).	Write 3-5 simple sentences.
<u>Punctuation</u>	Identify capital letters and full stops when reading. Begin to use a capital letter and/ or full stop when writing a sentence.	Use full stops and capital letters when writing simple sentences. Identify a question mark and the capital letter 'I' when reading and in shared writing.	Use full stops and capital letters consistently in 3-5 sentences. Use a question mark to demarcate questions. Recognise the exclamation mark when reading. Use the capital 'I' accurately.
<u>Cohesion and Coherence</u>	Sequence pictures/ events from a story and orally retell (may use 'and, then, next, first, finally' etc...	Sequence events orally using 'and.' Begin to use 'and' to join phrases in own sentences.	Sequence events in writing. Use 'and' to join phrases and clauses.
<u>Composition and Effect</u>	Orally plan and sequence ideas for writing. Use vocabulary from the stimulus.	Use word banks during shared writing and begin to use vocabulary in their own writing.	Use accurate vocabulary when writing 3-5 sentences.
<u>Proof reading and Editing</u>	Say a sentence and count the words. during shared writing, can support 'say it, count it, write it and check it'.	Re-read their own sentence to check that it makes sense. Participate in group proof reading activities.	Re-read their own sentence to check that it makes sense. Participate in group proof reading activities.
<u>Handwriting</u>	Hold pencil with preferred grip and form lower case letters with developing accuracy. Separate words with a prompt or spacer.	Start and finish letters in the right place. Separate words with spaces.	Correctly orientated letter formation.
<u>Spelling</u>	Phonetically plausible in line with what has been taught. Spell and apply taught CEW.	Phonetically plausible in line with what has been taught. Spell and apply taught CEW.	Phonetically plausible in line with what has been taught. Spell and apply taught CEW.