

MPPS Y1 Writing Progression Statements

Working towards the expected standard in Y1
write sentences which can be read by themselves and others (without punctuation)
use capital letters for their name and the personal pronoun /
use their Phase 2, Phase 3 and Phase 4 phonic knowledge to write words in ways which match their spoken sounds – some being spelt correctly and others being phonetically plausible
spell some Year 1 common exception words
spell some suffixes from the year 1 spelling patterns [see National Curriculum]
form many letters with the correct starting and finishing point – size may vary
begin to space words accurately
Working at the expected standard in Y1
write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)
use the joining word <i>and</i>
use simple past and present verbs mostly accurately
use capital letters and full stops to demarcate some sentences accurately
use capital letters for proper nouns
use question marks to demarcate some sentences
use exclamation marks to demarcate some sentences
begin to use adjectives that begin with the prefix <i>un-</i> , spelling many correctly
use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible
add the suffixes <i>-ing</i> , <i>-ed</i> , <i>-er</i> to spell many words correctly
spell most Year 1 common exception words taught
Orally rehearse sentences before writing them down
form many lower case and capital letters accurately
write with many letters accurate in shape and size, including capital letters and digits
use spacing between words
re-read writing to check that it makes sense
Working at greater depth in Y1
always think of the reader as they write, making precise word choices
always know when to use the joining word <i>and</i> in a sentence, using it appropriately and sparingly
consistently use the full range of punctuation taught by the end of Year 1 mostly accurately and sparingly
consistently use their Phase 2, Phase 3, Phase 4, Phase 5 and Phase 6 knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly
improve writing after discussion with the teacher

Year 1 POS	Pupils should be taught to
Writing Transcription – Spelling (See English appendix 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 ○ 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 ○ using the prefix un– ○ using –ing, –ed, –er and –est where no change is needed in the spelling of root words

	<p>[for example, helping, helped, helper, eating, quicker, quickest]</p> <ul style="list-style-type: none"> • apply simple spelling rules and guidance, as listed in English appendix 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far
Writing Transcription - Handwriting	<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 • understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these
Writing – Composition	<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 ○ composing a sentence orally before writing it ○ sequencing sentences to form short narratives ○ re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher
Writing – Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • develop their 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, question mark or exclamation mark ○ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ ○ learning the grammar for year 1 in English appendix 2 • use the grammatical terminology in English English appendix 2 in discussing their writing

Appendix 2 (Year 1 Content)

Word

Regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun

Suffixes that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)

How the **prefix un–** changes the meaning of **verbs** and **adjectives** [negation, for example, *unkind*, or *undoing: untie the boat*]

Sentence

How **words** can combine to make **sentences**

Joining **words** and joining **clauses** using *and*

Text

Sequencing **sentences** to form short narratives

Punctuation

Separation of **words** with spaces

Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences**

Capital letters for names and for the personal **pronoun I**

Terminology letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

Spelling – work for year 1

Revision of reception work

Statutory requirements

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	<p>-ing and -er always add an extra syllable to the word and -ed sometimes does.</p> <p>The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

Vowel digraphs and trigraphs	Rules and guidance (non-statutory)	Example words (non-statutory)
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat</i> , <i>fill</i> , <i>fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e , i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used