



Batheaston Church School Writing Progression KS1

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| Strand | Foundation Stage (Apple Class) | Year 1 (Cherry Class) | Year 2 (Willow Class) |
|-------------------------------|--|--|--|
| Speaking and Listening | <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • <i>Begin to use more complex sentences to link thoughts. Question why things happen and gives explanations.</i> • <i>Listen to and ask questions about events, stories and other areas of interest.</i> • <i>Use talk to organise, sequence and clarify thinking, ideas, feelings and events</i> • <i>Link statements and stick to main theme.</i> • <i>Express self effectively, showing awareness of listeners' needs.</i> • <i>Use language to imagine and recreate roles.</i> • <i>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</i> | <ul style="list-style-type: none"> • Listen and respond appropriately to adults and peers. • Understand the need to take turns. • Ask relevant questions to extend understanding, build vocabulary and knowledge. • Maintain attention and take an active part in conversations. • Participate in discussions about what is read to them. | <ul style="list-style-type: none"> • Give well-structured descriptions and explanations. • Engage in conversations asking relevant questions • Engage in conversations asking relevant questions and responding to comments. • Take turns and listen to what others say. |



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| Vocabulary | <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day Use new vocabulary in different contexts | <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day in oral and written activities. Use new vocabulary in different contexts | <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day in oral and written activities. Use new vocabulary in different contexts |
| Transcription (Phonics)/ other spelling <ul style="list-style-type: none"> See Little Wandle and The Batheaston Phonic Pacing document for further information. | <ul style="list-style-type: none"> For the full phonic progression, see The Little Wandle Letters and Sounds Scheme and the Batheaston Church School Little Wandle Pacing Document. Spell words made up of words with known letter–sound correspondences and common exception words outlined in The Little Wandle Scheme. Begin to read and spell two syllable words. To link sounds to letters, naming and sounding the letters of the alphabet in order. | <ul style="list-style-type: none"> For the full phonic progression, see The Little Wandle Letters and Sounds Scheme and the Batheaston Church School Little Wandle Pacing Document. Learn to divide words into syllables and read and spell phonically decodable two and three-syllable words Name the letters of the alphabet in order Learn to read and spell the Year 1 Common Exception words (listed in Appendix 1) at home and in school using our ‘Fish Learning’ structure. | <ul style="list-style-type: none"> Continue to practise segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly, learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling Distinguishing between homophones and near-homophones Spell two-syllable words containing double consonants, e.g. bubble, kettle, common Learn about and how to use the past tense Learn irregular past tense verbs Learn to read and spell the Common Exception words (listed in Appendix 1) at home and in school using our ‘Fish Learning’ structure. |
| Spelling <i>See The National Curriculum Appendix 1 for further explanation.</i> | <ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. | <ul style="list-style-type: none"> Consolidate and revise any phonemes, graphemes from EYFS. Learn to spell the days of the week Build on spelling learning of compound words Learn to read and spell the Year 1 Common Exception words – see ‘Fish’ spelling school/home spelling strategy. Learn about the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Learn about the prefix un– Learn to add –ing, –ed, –er and –est where no change is needed in the spelling of root words Learn the spelling rules, patterns and words with the following (as outlined in Appendix 1): Learn that the sounds /f/, /l/, /s/, /z/ and /k/ are spelt ff, ll, ss, zz and ck Spell /ŋ/ sound spelt n before k | <ul style="list-style-type: none"> Consolidate and revise any phonemes and graphemes from year 1 required Learn to use the possessive apostrophe (singular) Segment spoken words into phonemes and represent these by graphemes, spelling <u>many</u> of these words correctly and making phonically-plausible attempts at others Learn to spell more words with contracted forms Learn to add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly Greater depth: Learn to spell –ment, –ness, –ful, –less, –ly correctly in their writing Learn to read and spell the Year 2 Common Exception words – see ‘Fish’ spelling school/ home strategy. Greater depth: Spell most Common Exception words Learn the spelling rules, patterns and words with the following (as outlined in Appendix 1): |



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| | | <ul style="list-style-type: none"> • Spell words using -tch • Spell words with the /v/ sound at the end of words • Learn to add -er and -est to adjectives where no change is needed to the root word • Learn to read and spell new di/ trigraphs: ea ('i' sound), ea ('e' sound), oe, ou, ue and ew ('oo' sound), ore, aw, au, are • Spell words ending -y (/i:/ or /ɪ/) • Use new consonant spellings ph and wh • Use k for the /k/ sound | <ul style="list-style-type: none"> • The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y • The /s/ sound spelt c before e, i and y • The /n/ sound spelt kn and (less often) gn at the beginning of words • The /r/ sound spelt wr at the beginning of words • The /l/ or /əl/ sound spelt -le at the end of words • The /l/ or /əl/ sound spelt -el at the end of words • The /l/ or /əl/ sound spelt -al at the end of words • Words ending -il • The /aɪ/ sound spelt -y at the end of words • Adding -es to nouns and verbs ending in -y • Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it • Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it • Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter • The /ɔ:/ sound spelt a before l and ll • The /ʌ/ sound spelt o • The /i:/ sound spelt -ey • The /ɒ/ sound spelt a after w and qu • The /ɜ:/ sound spelt or after w • The /ɔ:/ sound spelt ar after w • The /ʒ/ sound spelt s • Words ending in -tion • Homophones and near-homophones |
| Transcription (other) | <ul style="list-style-type: none"> • Leave spaces between words | <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. | Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. |
| Grammar <i>(edited to reflect content in Appendix 2)</i> | <p>Grammar/ Vocabulary for EYFS</p> <p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <ul style="list-style-type: none"> • To build up vocabulary that reflects the | <ul style="list-style-type: none"> • Learn to use: <ul style="list-style-type: none"> ○ regular plural noun suffixes (-s, -es) ○ verb suffixes where root word is unchanged (-ing, -ed, -er, est) ○ un- prefix to change meaning of | <ul style="list-style-type: none"> • write sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) |



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| | <p>breadth of their experiences.</p> <ul style="list-style-type: none"> To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations. To express themselves effectively, showing awareness of listeners' needs. | <p>adjectives/adverbs</p> <p>Learn to:</p> <ul style="list-style-type: none"> combine words to make sentences, including using 'and' sequence sentences to form short narratives separate words with spaces | <p>and co-ordination (using or, and, or but)</p> <ul style="list-style-type: none"> some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession |
| Grammatical Terminology | <i>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</i> | <i>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</i> | <i>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</i> |
| Punctuation | <ul style="list-style-type: none"> Learn to use capital letters for names and personal pronoun Learn to use a full stop at the end of sentence. | <ul style="list-style-type: none"> Learn to use capital letters for names of people, places, the days of the week Further understanding of capital letters and full stops Learn to use question marks and exclamation marks | <ul style="list-style-type: none"> Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) Greater depth: Use the punctuation taught at key stage 1 mostly correctly^ |
| Sentence and Text | <ul style="list-style-type: none"> To begin to understand 'why' and 'how' questions. To question why things happen and gives explanations and asks questions, e.g. who, what, when, how. To use a range of tenses in speech (e.g. play, playing, will play, played). To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. | <ul style="list-style-type: none"> Sequence sentences to form short narratives Join words and clauses using and, or and but Use personal pronoun 'I' Learn how words can combine to make sentences Use the grammatical terminology in English Appendix 2 in discussing their writing | <ul style="list-style-type: none"> Learn about sentences with different forms: statement, question, exclamation, command Learn about expanded noun phrases to describe and specify [for example, the blue butterfly] Learn to use the present and past tenses correctly and consistently including the progressive form Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses Learn about some features of written Standard English and use and understand the grammatical terminology in English Appendix 2 in discussing their writing. |
| Alan Peat sentence types <i>See Alan Peats book for further explanation</i> | | | <ul style="list-style-type: none"> All the W's List sentences Short |
| Handwriting and Presentation | Pupils should be taught to: Form lower-case and capital letters correctly | Pupils should be taught to: <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil | Pupils should be taught to: To begin to use the diagonal and horizontal strokes needed to |



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| <p><i>Also Handwriting and Presentation Policy and Little Wandle formations</i></p> | <ul style="list-style-type: none"> • Use the Little Wandle rhymes to support accurate letter formation • To sometimes give meaning to marks as they draw and paint. • To realise tools can be used for a purpose. • To draw lines and circles using gross motor movements. • To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. • To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. • To hold a pencil near point between first two fingers and thumb, and use it with good control. • To show a preference for a dominant hand. • To begin to use anticlockwise movement and retrace vertical lines. • To show good control and co-ordination in large and small movements. • To move confidently in a range of ways, safely negotiating space. • To handle equipment and tools effectively, including pencils for writing. • To write simple sentences which can be read by themselves and others. | <p>comfortably and correctly</p> <ul style="list-style-type: none"> • Use the Little Wandle scheme to begin to form: lower-case letters in the correct direction, starting and finishing in the right place; form capital letters correctly, of the correct size, orientation and relationship to one another and to lower case letters • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • Leave spaces between words • Form digits 0-9 accurately | <p>join letters</p> |
| <p>Planning Writing</p> | <ul style="list-style-type: none"> • Say out loud what they are going to write about • Compose a sentence orally before writing it • To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). • To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • To use talk in pretending that objects stand for something else in play e.g. 'This box is my castle.' • To engage in imaginative role play based on own first-hand experiences. • To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. | <ul style="list-style-type: none"> • Say out loud what they are going to write about • Compose more complex sentences orally before writing | <ul style="list-style-type: none"> • Plan using a given planning format or say out loud what they are going to write about |



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| | <ul style="list-style-type: none"> To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. | | |
| Drafting Writing | Use illustrations and key words to support planning for writing | <ul style="list-style-type: none"> Sequence sentences to form short narratives | <ul style="list-style-type: none"> Write down ideas and/or key words, including new vocabulary encapsulate what they want to say, sentence by sentence |
| For reference: Moderation end of KS1 expected standards | <p>EYFS Early Learning Goals:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. </div> <p>KS1 Working at the expected standard moderation objectives:</p> <p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> write simple, coherent narratives about personal experiences and those of others (real or fictional) write about real events, recording these simply and clearly demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required use present and past tense mostly correctly and consistently use co-ordination (<i>e.g. or / and / but</i>) and some subordination (<i>e.g. when / if / that / because</i>) to join clauses segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others spell many common exception words* form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters. <p>KS1 Working at greater depth standard moderation objectives:</p> <ul style="list-style-type: none"> write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing make simple additions, revisions and proof-reading corrections to their own writing use the punctuation taught at key stage 1 mostly correctly^ spell most common exception words* add suffixes to spell most words correctly in their writing (<i>e.g. -ment, -ness, -ful, -less, -ly</i>)* use the diagonal and horizontal strokes needed to join some letters. | | |
| Composition | <ul style="list-style-type: none"> To link statements and stick to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline or narrative into their play. To attempt to write short sentences in meaningful contexts. To play cooperatively as part of a group to develop and act out a narrative. | <ul style="list-style-type: none"> write about real events, recording these simply and clearly | <ul style="list-style-type: none"> Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Greater Depth: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing |



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| | <ul style="list-style-type: none"> To develop their own narratives and explanations by connecting ideas or events. To write simple sentences which can be read by themselves and others. | | | | | | |
| Story Writing | <ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. | Describe a character or setting . | write about real events, recording these simply and clearly | Describe events, characters and settings in stories. | Write a story with a clear beginning, middle and end . | Use an increasing range of story openers in order to hook the reader e.g. In a dark gloomy wood... | Sequence the events in story. |
| | | Write simple sentences to describe the beginning, middle and/or end of a story. | Identify and use repeating patterns and refrains, I'll huff and I'll puff...Run, run you can't catch me... | Use a range of traditional story openers. Once upon a time... Long, long ago... | Describe the appearance of characters . | Describe the setting at the beginning of story. | Describe the appearance, actions and feelings of characters . |
| Information Writing | <ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | Identify some features of a non-fiction text, Photos, pictures, captions. | Talk about the main key features of a non-fiction text. Photos, captions, diagrams, contents page and index | Use some of the main key features of a non-fiction text., pictures, captions, and simple diagrams. | Include important facts in writing. | Begin to write in a formal and impersonal style. | Use heading, sub-heading and introductory sentences |
| | | Use pictures and captions to find information. | Know that an index is arranged alphabetically. | Include a heading when recording information. | Include key features, title, captions, pictures/photos and bullet points . | Include headings, numbers bullet points and diagrams . | Use other sources of simple information to inform writing, Internet etc |



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| Poetry | | Identify word patterns, pat, mat, cat, bat pen, den, ten, ben | Use repeating patterns to create sentences and simple rhyme, The pink cat sat on a blue mat. | Identify groups of words to describe objects, people and places. | Recognise and can create words and simple phrases using alliteration. | Write a simple single verse poem using repeating patterns and rhyming words. | Recognise and use the features of a Calligram. |
| | | Recite some poems by heart | Identify and create phrases using alliteration. | Use groups of word to create an Acrostic poem. | Use words and repeating phrases to create a Pattern or Shape poem. | Use simile in poem. I can use alliteration to create a short rhyme. | Generate and use increasingly adventurous words and phrases. |
| Editing Writing | <ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. Use writing wall, 'Clever Learner' box resources to correct tricky words and phonemes | <ul style="list-style-type: none"> Re-read what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils | <ul style="list-style-type: none"> Evaluate own writing with the teacher and other pupils Reread to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof read to check for errors in spelling, grammar and punctuation <p style="color: red;">Greater depth: make simple additions, revisions and proof-reading corrections to their own writing</p> | | | | |
| Performing Writing | <ul style="list-style-type: none"> Read own writing to an adult. | <ul style="list-style-type: none"> Read their writing aloud clearly enough to be heard by their peers and the teacher. | <ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear | | | | |

Also see Long Term English Plan