



St William of York Catholic Primary School

Progress in Skills and Knowledge: English: Writing.



Skills/Knowledge	Year 1.	Year 2.
<p>Vocabulary, grammar and punctuation.</p>	<p>Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with spaces. Use punctuation to demarcate simple sentences (capital letters and full stops). Use a capital letter for the personal pronoun I. Use capital letters for names of people, places and days of the week. Identify and use question marks and exclamation marks. Use the joining word and to link words and clauses. Extend range of joining words to link words and clauses using but and or. Make singular nouns plural using 's' and 'es e.g. dog, dogs; wish, wishes. Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper. Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.</p>	<p>As Year One and: Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Use sentences with different forms: statement, question, command and exclamation. Secure the use of full stops, capital letters, exclamation marks and question marks. Use commas to separate items in a list. Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll. Use apostrophes for singular possession in nouns, e.g. the girl's name. Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. Use subordination for reason, using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day. Select, generate and effectively use verbs. Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress. Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports. Use present tense for non-chronological reports and persuasive adverts. Select, generate and effectively use nouns. Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker.</p>

		<p>Create compound words using nouns, e.g. whiteboard and football. Select, generate and effectively use adjectives. Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless. Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest. Select, generate and effectively use adverbs. Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.</p>
<p>Composition.</p>	<p>Orally plan and rehearse ideas. Sequence ideas and events in narrative. Sequence ideas and events in non-fiction. Use familiar plots for structuring the opening, middle and end of their stories. Drafting and Writing Orally compose every sentence before writing. Re-read every sentence to check if it makes sense. Compose and sequence their own sentences to write short narratives. Compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts, instructions. Use formulaic phrases to open and close texts. Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts. Evaluating and Editing. Discuss their writing with adults and peers.</p> <p>Performing Read aloud their writing audibly to adults and peers.</p>	<p>As Year One and: Planning Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</p> <p>Drafting and Writing Orally rehearse each sentence prior to writing. Develop a positive attitude to writing. Develop stamina for writing in order to write at length. Write about real and fictional events. Write simple poems based on models. Make simple notes from non-fiction texts, e.g. highlighting and noting key words. Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss and persuade.</p> <p>Evaluating and Editing Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.</p> <p>Performing</p>

		Read aloud their writing with intonation to make the meaning clear.
Spelling.	<p>Spell words using the 40+ phonemes already taught, including making phonetically plausible attempts at more complex words.</p> <p>Spell words with the sounds /f/, /l/, /s/, /z/ and /k/spelt ff, ll, ss, zz and ck, e.g. off, well, miss, buzz, back.</p> <p>Spell words with the /ŭ/sound spelt n before k, e.g.bank, think.</p> <p>Divide words into syllables, e.g. pocket.</p> <p>Spell words with -tch, e.g. catch, fetch, kitchen, notch,hutch.</p> <p>Spell words with the /v/ sound at the end of words,e.g. have, live, give.</p> <p>Add s and es to words, e.g. thanks, catches.</p> <p>Add the endings –ing, –ed and –er to verbs where no change is needed to the root word.</p> <p>Add –er and –est to adjectives where no change is needed to the root word.</p> <p>Spell words with vowel digraphs.</p> <p>Spell words with vowel trigraphs.</p> <p>Spell words ending –y (/i:/ or /ʏ/), e.g. happy.</p> <p>Spell words with new consonant spellings ph and wh,e.g. dolphin, wheel.</p> <p>Spell words using k for the /k/ sound, e.g. Kent.</p> <p>Add the prefix –un.</p> <p>Spell compound words, e.g. farmyard, bedroom.</p> <p>Spell common exception words (see below)</p> <p>Spell days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>As Year One and:</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one or more spellings are already known.</p> <p>Learn to spell common exception words.</p> <p>Learn to spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>Learn the possessive apostrophe (singular), e.g. the girl's book.</p> <p>To spell correctly, distinguish between homophones (e.g. here and hear; sea and see; bear and bare; night and knight) and near-homophones (e.g. quite and quiet; one and won; are and our).</p> <p>Add suffixes ness and er e.g. happiness, sadness, teacher, baker.</p> <p>Add suffix 'ment' to spell longer words, e.g. enjoyment.</p> <p>Add suffixes ful and less e.g. playful, careful, careless, hopeless.</p> <p>Use suffixes er and est e.g. faster, fastest, smaller, smallest.</p> <p>Use suffix ly e.g. slowly, gently, carefully.</p> <p>Spell words with:</p> <p>The /d/ sound spelt as ge and dge at The end (e.g.age, badge), and spelt as g elsewhere (e.g. magic,giant).</p> <p>The /s/ sound spelt c before e, i and y, e.g. ice, cell</p> <p>The /n/ sound spelt kn and gn at the beginning, e.g.knee, gnat.</p> <p>The /ʍ/ sound spelt wr at the beginning e.g. wrote, wrong.</p> <p>The /l/ or /l/ sound spelt –le at the end of words, e.g.table, apple.</p> <p>The /l/ or /l/ sound spelt –el at the end of words, e.g.camel, tunnel.</p> <p>The /l/ or /l/ sound spelt –al at the end of words, e.g.pedal, capital.</p> <p>The ending –il e.g. pencil, fossil, nostril.</p> <p>The /al/ sound spelt –y at the end of words, e.g. try,reply.</p> <p>The /:/ sound spelt a before l and ll, e.g. call, walk</p> <p>The // sound spelt o, e.g. mother, Monday</p> <p>The /i:/ sound spelt –ey, e.g. key, donkey.</p> <p>The /□/ sound spelt a after w and qu, e.g. wander, quantity</p> <p>The /u:/ sound spelt or after w, e.g. word, worm.</p> <p>The /:/ sound spelt ar after w, e.g. war, warm.</p> <p>The // sound spelt s, e.g. television, usual</p>

		<p>Add -es to nouns and verbs ending in -y, e.g. copies, babies. Add -ed, -ing, -er and -est to a root word ending in - y with a consonant before it, e.g. copied, copier. Add the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it, e.g. hiking, hiked, hiker. Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter, e.g. patting, patted. Spell words ending in -tion, e.g. station, fiction. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
<p>Handwriting.</p>	<p>Sit correctly at a table and hold a pencil correctly. Hold a pencil with an effective grip. Form lower-case letters correctly –starting and finishing in the right place, going the right way round, correctly oriented. Form digits 0-9 correctly. <i>Practise forming letters in handwriting families:</i> ‘Long ladders’ – i, j, l, t, u,- ‘One armed robots’ – b, h, m, n p, r- ‘Curly caterpillars’ – c, a, d, e, g, o, q,f, s- <i>Zig-zag letters</i> – k, v, w, x, y, z Have clear ascenders (‘tall letters’) and descenders (‘tails’). Form capital letters correctly.</p>	<p>As above and: Form lower-case letters of the correct size relative to one another. Orientate capital letters correctly. Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words. Write capital letters and digits of the correct size relative to one another and to lower case letters. 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 unjoined. Use spacing between words which reflects the size of the letters.</p>

Year One Common Exception Words.					
the	a	do	to	today	of
said	says	are	were	was	is

his	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			

Year Two Common Exception Words.

door	floor	poor	because	find	kind
mind	behind	child	children	wild	climb
most	only	both	old	cold	gold
hold	told	every	everybody	even	great
break	steak	pretty	beautiful	after	fast
last	past	father	class	grass	pass

plant	path	bath	hour	move	prove
improve	sure	sugar	eye	could	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas		