

Year 1 Writing Progression

	National Curriculum objective	Autumn Term	Spring Term	Summer Term	Greater depth
Planning, drafting and writing	<i>Write sentences by: saying out loud what they are going to write about</i>	With support, decide on a topic for writing and say what they will write about.	Can sometimes decide on a topic for writing and say what they will write about.	Can usually decide on a topic for writing and say what they will write about.	Can almost always decide on a topic for writing and say what they will write about.
	<i>Write sentences by: composing a sentence orally before writing it</i>	With support, compose a sentence orally ready to replicate it in writing.	With support, compose a sentence orally ready to replicate it in writing.	Can independently compose a sentence orally ready to replicate it in writing.	Can quickly and confidently compose a sentence orally, replicating it in writing.
	<i>Write sentences by: sequencing sentences to form short narrative</i>	With support, some ideas are linked together.	Some ideas are linked together.	Ideas are sequenced appropriately: e.g. stories have a beginning, middle and an end.	Ideas are developed in a sequence of sentences.
	<i>Write sentences by: re-reading what they have written to check that it makes sense</i>	With support, re-reads what they have written to check that it makes sense	Can usually and independently, re-read what they have written to check that it makes sense and is beginning to put things right if it doesn't.	Can usually and independently, re-read what they have written to check that it makes sense and is able to put things right if it doesn't.	Can confidently and consistently re-read what they have written to check that it makes sense and knows what to do to correct it if it does not.
Editing writing	<i>Discuss what they have written with the teacher or other pupils</i>	Can sometimes make comments on what they have written.	Can often listen and respond by making comments in discussion with teacher about what they have written:	Can mostly listen and respond by making comments in discussion with teacher about what they have written: e.g. 'I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'	Can make several relevant points in discussion with teacher about what they have written.
Performing writing	<i>Read aloud their writing clearly enough to be heard by their peers and the teacher</i>	With support, can read their writing aloud clearly enough to be heard by a small group.	Can read their writing aloud clearly enough to be heard by a small group.	Can read their writing aloud clearly enough to be heard by others.	Can independently and consistently read aloud clearly enough to be heard by others.
Transcription	<i>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</i>	With support, can write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling some of them correctly.	Can write an increasing number of simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling some of them correctly.	Can independently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most of them correctly.	Can confidently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling them correctly.
Handwriting	<i>Sit correctly at a table, holding a pencil comfortably and correctly</i>	Can sometimes sit correctly at a table and with support holds the pencil usually using the	Can sometimes sit correctly at a table and holds the pencil	Can sit correctly at a table and holds the pencil using the	Can almost always correctly sit at a table and always holds the

		correct pencil grip in preferred hand.	usually using the correct pencil grip in preferred hand.	correct pencil grip in preferred hand.	pencil using the correct grip in preferred hand.
	<i>Begin to form lowercase letters in the correct direction, starting and finishing in the right place</i>	Can write some recognisable letters. Inconsistent with letter formation and size.	Can write and increasingly number of letters, most of which are correctly formed	Can write letters, most of which are correctly formed.	All letters are correctly, confidently and quickly formed.
	<i>Form capital letters</i>	Can correctly form some recognisable capital letters.	Can correctly form and increasing number of capital letters.	Can correctly form most capital letters.	Can confidently and quickly correctly form all capital letters.
	<i>Form digits 0–9</i>	With support, can write some recognisable digits.	Can independently write all digits 0–9, some of which are correctly formed.	Can independently write all digits 0–9, most of which are correctly formed.	Can independently write all digits 0–9, all of which are correctly formed.
	<i>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</i>	Can identify some handwriting families and uses this knowledge to remember correct letter formation when writing.	Can correctly identify most handwriting families: e.g. they can say that ‘the long ladder family’ contains the letters: l, b, l, j, t, u. and uses this knowledge to remember correct letter formation when writing.	Can correctly identify all handwriting families: e.g. they can say that ‘the long ladder family’ contains the letters: l, b, l, j, t, u. and uses this knowledge to remember correct letter formation when writing.	Can correctly identify all handwriting families, using this knowledge to remember correct letter formation when writing.