

Writing – Key Stage One Progressive statements

Year Group	Spelling	Handwriting	Composition	Sentence	Word	Punctuation	Terminology
Year 1	<p>I can name the letters of the alphabet in order.</p> <p>I can use letter names to distinguish between alternative spellings of the same sound.</p> <p>I can write simple sentences from memory dictated by the teacher including words using the GPCs and common exception words I have learnt so far.</p> <p>I can write all letters of the alphabet and the sounds which they most commonly represent.</p> <p>I can write consonant digraphs which I have been taught and the sounds which they represent.</p> <p>I can write vowel digraphs which I have been taught and the sounds which they represent.</p> <p>I can segment spoken words into sounds before choosing graphemes to represent the sounds.</p> <p>I can spell words with adjacent consonants.</p>	<p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>I can write capital letters.</p> <p>I can write the digits 0-9.</p> <p>I can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>I can write sentences by saying out loud what I going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can sequence sentences to form short narratives.</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can discuss what I have written with the teacher or other pupils.</p> <p>I can read aloud my writing clearly enough to be heard by my peers and the teacher.</p>	<p>I can join words and clauses using "and".</p>	<p>I can understand regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun.</p> <p>I can recognise suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>I can understand how the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p>	<p>I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>I can leave spaces between words.</p> <p>I can start to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>I can understand the words:</p> <p>letter capital letter singular word singular plural sentence punctuation full stop question mark exclamation mark</p>

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**Year
Group
Year 2**

Spelling	Handwriting	Composition	Sentence	Word	Punctuation	Terminology
<p>I can spell words by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>I can use new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>I can spell common exception words.</p> <p>I can spell more words with contracted forms.</p> <p>I can distinguish between homophones and near-homophones.</p>	<p>I can form lower-case letters of the correct size relative to one another.</p> <p>I can use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can use spacing between words that reflects the size of the letters.</p>	<p>I can write narratives about personal experiences and those of others (real and fictional).</p> <p>I can write about real events.</p> <p>I can write poetry.</p> <p>I can write for different purposes.</p> <p>I can plan or say out loud what I am going to write about.</p> <p>I can plan by writing down ideas and/or key words, including new vocabulary.</p> <p>I can encapsulate what I want to say, sentence by sentence.</p> <p>I can edit my writing by evaluating it with the teacher and other pupils.</p> <p>I can re-read to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>I can proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p>	<p>I can write sentences with different forms: statement, question, exclamation, command</p> <p>I can write expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>I can use the present and past tenses correctly and consistently.</p> <p>I can use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p> <p>I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) in my sentences.</p>	<p>I can form nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>I can form adjectives by using suffixes such as <i>-ful, -less</i></p> <p>I can use the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs</p>	<p>I can use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p>	<p>I can understand and use the terminology:</p> <p>noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma</p>

I can read aloud what I have written with appropriate intonation to make the meaning clear.