

Writing ~ Learning Continuum – Key Stage One

	Year 1	Year 2
TRANSCRIPTION (SPELLING AND HANDWRITING)	<p>SPELLING Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write from memory, simple dictated sentences containing the GPCs and words taught so far. Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered. Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word. Spell most common exception words in the YR 1 spelling appendix. Recognise and spell a set of simple compound words. Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. Name the letters of the alphabet in order. <p>HANDWRITING</p> <ul style="list-style-type: none"> Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. Capital letters formed correctly for some names of people, places and the days of the week. Some spaces are left between words, although inconsistent. Most letters sit on the line correctly. 	<p>SPELLING Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write from memory, simple dictated sentences which include familiar words and GPCs. Spell common decodable two and three syllable words which include familiar graphemes. Accurately spell words with suffixes–ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old. Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew. Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football. <p>HANDWRITING</p> <ul style="list-style-type: none"> Holds pencil correctly. Writing is legible. All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Spacing is appropriate to the size of letters. Some letters are joined correctly, according to the school's handwriting approach.
COMPOSITION	<p>STRUCTURE AND PURPOSE Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Apply phonic knowledge to decode words. Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. Read accurately by blending sounds in unfamiliar words containing GPCs taught. Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. Read words with the endings -s, -es, -ing, -ed and -est. Read words of more than one syllable which contain GPCs known. Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters. Read some phonically-decodable books, closely matched to phonic knowledge. Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs <p>VOCABULARY, GRAMMAR AND PUNCTUATION Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write sentences or sentence-like structures which can be clearly understood. Often use 'and' to join words and clauses. Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place. Sometimes use a capital letter for names of people and places, days of the week, and for the personal pronoun 'I'. Sometimes include adjectives for description. Begin to use some features of Standard English e.g. I did. 	<p>STRUCTURE AND PURPOSE Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Compose sentences orally. Use the drafting process to gather and write down ideas and key words. Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. Write about real events, maintaining form and purpose. Compose orally and write poetry in a variety of forms. Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions. <p>VOCABULARY, GRAMMAR AND PUNCTUATION Sufficient evidence shows the ability to...</p> <ul style="list-style-type: none"> Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Co-ordinate sentences using and, or, but. Sometimes use subordination e.g. when, if, because. Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists. Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. Identify word classes: noun, adjective, verb and adverb. Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming. Use appropriate features of Standard English.

Websites, Apps and Resources



Fine motor support
OT input
Sloped writing boards
Adapted writing tools
Clicker 7



Forest School

Sensory mark-making
List writing
large scale mark making