



## The Warren Wood Progression of Skills Model



<b>Writing Skills</b> Expected by the End of Year 1	
<b>Phonics and Spelling</b>	<b>Letter Formation, Placement and Positioning</b>
<ul style="list-style-type: none"><li>• To know all letters of the alphabet and the sounds which they most commonly represent.</li><li>• To recognise consonant and vowel digraphs which have been taught and the sounds which they represent.</li><li>• To recognise words with adjacent consonants.</li><li>• To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</li><li>• To spell some words in a phonically plausible way, even if sometimes incorrect.</li><li>• To apply Y1 spelling rules and guidance – See spelling and phonics progression</li><li>• To spell all Y1 common exception words correctly.</li><li>• To spell days of the week correctly.</li><li>• To use -s and -es to form regular plurals correctly.</li><li>• To use the prefix 'un-' accurately.</li><li>• To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed.</li><li>• To spell simple compound words</li><li>• To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</li></ul>	<ul style="list-style-type: none"><li>• To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li><li>• To sit correctly at a table, holding a pencil comfortably and correctly.</li><li>• To form digits 0-9.</li><li>• To understand which letters belong to which handwriting 'families' and to practise these.</li></ul>
<b>Planning, Writing and Editing</b>	<b>Awareness of Audience, Purpose and Structure</b>
<ul style="list-style-type: none"><li>• To say out loud what they are going to write about.</li><li>• To compose a sentence orally before writing it.</li><li>• To sequence sentences to form short narratives.</li><li>• To discuss what they have written with the teacher or other pupils.</li><li>• To reread their writing to check that it makes sense and to independently begin to make changes.</li><li>• To read their writing aloud clearly enough to be heard by their peers and the teacher.</li><li>• To use adjectives to describe.</li></ul>	<ul style="list-style-type: none"><li>• To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li><li>• To start to engage readers by using adjectives to describe.</li></ul>



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<b>Sentence Construction and Tense</b>	<b>Use of Phrases and Clauses</b>
<ul style="list-style-type: none"><li>• To use simple sentence structures.</li><li>• To begin to use verbs in the correct tense.</li></ul>	<ul style="list-style-type: none"><li>• To use the joining word (conjunction) 'and' to link ideas and sentences.</li><li>• To begin to form simple compound sentences.</li></ul>
<b>Punctuation</b>	<b>Use of Terminology</b>
<ul style="list-style-type: none"><li>• To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</li><li>• To use a capital letter to start a new sentence.</li><li>• To use finger spaces.</li><li>• To use full stops to end sentences.</li><li>• To begin to use question marks and exclamation marks.</li></ul>	<ul style="list-style-type: none"><li>• To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</li></ul>