

# AFIS Progression in Learning Framework for Writing – KS1

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and **written language**, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for Writing aims to ensure that all pupils:

- **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language**
- **write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences**

## Writing

The programmes of study for writing at key stages 1 and 2 are:

- **transcription** (spelling and handwriting)
- **composition** (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these dimensions. In addition, pupils should be taught how to **plan, revise and evaluate** their writing. These aspects of writing have been incorporated into the programmes of study for composition

**Transcription Skills:** to be able to -

- spell quickly and accurately through phonics
- Write fluently, legibly and, eventually, speedily

**Transcription Knowledge:** to have an understanding of

- morphology (word structure) and orthography (spelling structure) of words

**Composition Skills:** to be able to –

- articulate and communicate ideas
- organise ideas coherently for a reader

**Composition Knowledge:** to know

- about audience, purpose and context
- an increasingly wide knowledge of vocabulary and grammar

	Interface with EYFS	Yr 1 Autumn Small Steps	Yr 1 Spring Small Steps	Yr 1 Summer Small Steps	Yr 2 Autumn Small Steps	Yr 2 Spring Small Steps	Yr 2 Summer Small Steps	Interface with KS2
Spelling	Spells words by identifying sounds in them and representing the sounds with a letter or letters	SEE SEPARATE PROGRESSION IN LEARNING FOR SPELLING DOCUMENT for term by term details						Pupils' spelling of common words should be correct, including common exception words and other words that they

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								have learnt (see English Appendix 1). Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.
Handwriting	<p><b>Writes recognisable letters, most of which are correctly formed - upper and lower case</b></p> <p>Writes full name, mainly correctly</p>	<p>Mostly <b>forms lowercase letters in the correct direction, starting and finishing in the right place</b></p> <p>Can write on wide lines with some control</p>	<p><b>Forms lowercase letters in the correct direction, starting and finishing in the right place</b></p> <p><b>Can form most capital letters correctly</b></p> <p>Can write on wide lines with control</p>	<p><b>Can use spacing between words that reflects the size of the letters</b></p> <p><b>Can form all capital letters, lower case letters and digits correctly</b></p> <p>Can write on standard lines with some control</p>	<p><b>Can form lower-case letters of correct size relative to one another</b></p> <p>Can write on standard lines usually with control</p>	<p><b>Can write capital letters and digits of correct size, orientation and relationship to one another and to lower-case letters</b></p> <p>Can write on standard lines with control</p>	<p><b>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</b></p> <p>Can write neatly, legibly and with some fluency and of a consistent standard across pieces of work</p>	

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<p><b>Composition</b></p> <p>-</p>	<p><b>Writes simple phrases and sentences that can be read by others</b></p> <p>Re-reads a phrase/sentence they have written to check it makes sense</p> <p>Has experience of writing for a range of purposes and audiences and in a range of contexts</p>	<p><b>Composes a sentence orally before writing it</b></p> <p>Re-reads a sentence they have written to check it makes sense</p> <p>Can write one or two sentences that make sense that are usually correctly punctuated</p>	<p><b>Can say out loud what they are going to write about</b></p> <p><b>Can refer back to their orally composed sentence when writing it</b></p> <p><b>Re-reads what they have written to check it make sense</b></p> <p><b>Discusses what they have written with a teacher and other pupils</b></p> <p>Can write two or three sentences that make sense that are correctly punctuated,</p>	<p><b>Can sequence and write accurately 4 or 5 sentences, correctly punctuated, to form a short narrative</b></p> <p><b>Reads aloud their writing clearly enough to be heard by others</b></p>	<p><b>Has developed positive attitudes towards and stamina for writing by</b></p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> </ul> <p><i>Is beginning to be able to consider what they are going to write by</i></p> <ul style="list-style-type: none"> <li>• Planning/saying out loud what they re going to write about</li> <li>• Writing down ideas/key words including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> </ul> <p><i>Is beginning to make simple additions, revisions and corrections to their own writing by</i></p> <ul style="list-style-type: none"> <li>• Evaluating own writing with the</li> </ul>	<p><b>Has developed positive attitudes towards and stamina for writing by</b></p> <ul style="list-style-type: none"> <li>• writing a wider range of narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about a wider range of real events</li> <li>• writing poetry</li> </ul> <p><i>Is developing well, the ability to consider what they are going to write by</i></p> <ul style="list-style-type: none"> <li>• Planning/saying out loud what they re going to write about</li> <li>• Writing down ideas/key words including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> </ul> <p><i>Is developing well, the ability to make simple</i></p>	<p><b>Has developed positive attitudes towards and stamina for writing by writing narratives, poetry and a full range of genres for different purposes and audiences and in different contexts over time</b></p> <p><b>Can consider what they are going to write by</b></p> <ul style="list-style-type: none"> <li>• Planning/saying out loud what they re going to write about</li> <li>• Writing down ideas/key words including new vocabulary</li> <li>• Encapsulating what they want to say, sentence by sentence</li> </ul> <p><b>Can make simple additions, revisions and corrections to their own writing by</b></p> <ul style="list-style-type: none"> <li>• Evaluating their own writing with the teacher/other pupils</li> <li>• Re-reading to make sure the</li> </ul>	
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<b>Vocabulary Punctuation &amp; Grammar</b>	<b>Writes simple phrases and sentences that can be read by others</b>	<b>SEE SEPARATE PROGRESSION IN LEARNING FOR SPELLING DOCUMENT for term by term details</b>						
<b>Milestone 1 – Year 1</b>	<p>I can start and finish most lowercase letters in the right place. I can write on wide lines with some control.</p> <p>I can think and say a sentence before writing it. I can check my sentences by re-reading them. I can write one or two sentences that make sense and have a capital letter and full stop.</p>							
<b>Milestone 2 – Year 2</b>	<p>I can start and finish all lowercase letters in the right place. I can write most capital letters correctly. I can write on wide lines with control.</p> <p>I can say out loud what I am going to write. When I write, I can repeat the sentence I said out loud. I can check my sentences by re-reading them. I can write two or three sentences that make sense and have a capital letter and full stop. I can talk about what I have written with my teacher and other pupils.</p>							

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<b>Milestone 3 – Year 1</b>	<p>I can use appropriate size finger spaces between words. I can form all lower case and digits correctly. I can write on standard lines with some control.</p> <p>I can write a sequence of four or five sentences that are correctly punctuated (for a short narrative). I can read my writing aloud clearly to others.</p>	
<b>Milestone 1 – Year 2</b>	<p>I can form lowercase letters in a consistent size to other letters. I can write on standard lines usually with control.</p> <p>I have a go at narrative writing by writing about real events and personal experiences (real and fictional). I am starting to plan and say out loud what I am going to write about. I can write down key ideas including new vocabulary. I think about what I want to say, sentence by sentence.</p> <p>I am starting to edit my work by making simple additions and corrections. I can evaluate my writing with my teacher and other pupils. I can check I have used the correct 'time' verbs, including verbs in the continuous form. I can use time verbs consistently in my writing. I can re-read my work to spot errors in spelling, punctuation and grammar.</p>	
<b>Milestone 2 – Year 2</b>	<p>I can write capital letters and digits the right direction and size compared to lowercase letters. I can write on standard lines with control.</p> <p>I am developing stamina for writing about a wider range of real events and personal experiences (real and fictional). I can write poetry. I am developing my ability to think about what to plan and say out loud what I am going to write about. I can write down key ideas including new vocabulary. I think about what I want to say, sentence by sentence.</p> <p>I am developing my editing skills by making simple additions and corrections. I can evaluate my writing with my teacher and other pupils. I can check I have used the correct 'time' verbs, including verbs in the continuous form. I can use time verbs consistently in my writing. I can re-read my work to spot errors in spelling, punctuation and grammar.</p>	
<b>Milestone 3 – Year 2</b>	<p>I can use some diagonal and horizontal strokes to begin to join letters. I know that some letters are best not joined. I can write clearly, neatly and fluently in most of my pieces of work.</p> <p>I have stamina to write about a wider range of real events and personal experiences (real and fictional) and poetry. I can write for a range of different purpose and audiences. I can think about what to plan and say out loud what I am going to write about. I can write down key ideas including new vocabulary. I think about what I want to say, sentence by sentence.</p> <p>I can make simple additions and corrections. I can evaluate my writing with my teacher and other pupils. I can check I have used the correct 'time' verbs, including verbs in the continuous form. I can use time verbs consistently in my writing. I can re-read my work to spot errors in spelling, punctuation and grammar. I can read my work aloud using intonation to make the meaning clear to the listener.</p>	