

## Transcription

| Objective                                                                                                                                                                                                                                                                      | What to look for (Working towards)                                                                                     | What to look for (Meeting expectations)                                                                                                                                                                                                                  | What to look for (Exceeding expectations)                                                                                        |
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| <p><b>Child's speak target:</b> <i>I can spell my word list accurately.</i></p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>GD objective: Spell words containing each of the 40+ phonemes already taught and use them correctly when writing</p> | Pupil can spell simple high-frequency words at Letters and Sounds (L&S) Phase 3 and 4 level or equivalent.             | Pupil can usually correctly spell high-frequency words at L&S Phase 5 level or equivalent: e.g. playground, complete.                                                                                                                                    | Pupil can consistently correctly spell high-frequency words at L&S Phase 5 level or equivalent.                                  |
| <p><b>Child's speak target:</b> <i>I can spell some unusual words correctly.</i></p> <p>Spell common exception words.</p> <p>GD objective: Spell common exception words and use them correctly in their writing.</p>                                                           | Pupil can make phonically plausible attempts at common exception (irregular) words, some of which are correctly spelt. | Pupil can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt: e.g. pupil writes 'frend' instead of 'friend' or 'yoo' instead of 'you' (see Appendix 1 p 44 and refer to school phonics scheme). | Pupil can make phonically plausible attempts at all common exception (irregular) words, almost all of which are correctly spelt. |
| <p><b>Child's speak target:</b> <i>I can spell the days of the week.</i></p> <p>Spell the days of the week.</p> <p>GD objective: Spell the days of the week and use them in a sentence.</p>                                                                                    | Pupil can make phonically plausible attempts at spelling days of week.                                                 | Pupil can correctly spell all the days of the week.                                                                                                                                                                                                      | Pupil can confidently and quickly spell days of week correctly.                                                                  |
| <p><b>Child's speak target:</b> <i>I know the names of all the letters of the alphabet in order.</i></p> <p>Naming the letters of the alphabet in order.</p> <p>GD objective: Confidently name the letters of the alphabet in order and out of order.</p>                      | Pupil can recognise some letters of the alphabet: e.g. letters in own name.                                            | Pupil can name the letters of the alphabet in order.                                                                                                                                                                                                     | Pupil can say letters in alphabetical order confidently, starting with any letter.                                               |
| <p><b>Child's speak target:</b> <i>I know some sounds can be spelled in different ways using different letters.</i></p> <p>Using letter names to distinguish between alternative spellings of the same sound.</p>                                                              | With support pupil can use some letter names to distinguish between alternative spellings of the same sound            | Pupil can use letter names to distinguish between alternative spellings of the same sound: e.g. pupil says letter names when spelling 'ai' as in rain and 'ay' as in play.                                                                               | Pupil can consistently and confidently use letter names to distinguish between alternative spellings of the same sound.          |

# Year 1 English Progression

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| <p><b>GD objective: Confidently use letter names to distinguish between alternative spellings of the same sound</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                          |                                                                                                                                          |                                                                                                           |
| <p>Child's speak target: <i>I use word endings such as -s and -es to change a word to mean more than one.</i><br/>Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.<br/>GD objective: Independently add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs, and apply it in sentences.</p>                                                                                            | <p>Pupil can, with support, use the spelling rule...etc.</p>                             | <p>Pupil can independently and with some inconsistencies use the spelling rule: e.g. cats, thanks, catches.</p>                          | <p><i>Pupil consistently and confidently uses the spelling rule.</i></p>                                  |
| <p>Child's speak target: <i>I know how to add un- at the beginning of a word to create a new word.</i><br/>Add prefixes using the prefix un-.<br/>GD objective: Independently add prefixes using the prefix un- in their writing.</p>                                                                                                                                                                                                                                                                                                                         | <p>Pupil can, with support, use the prefix un- in own writing.</p>                       | <p>Pupil can independently use the prefix un- in own writing: e.g. unhappy, undo, unfair</p>                                             | <p><i>Pupil consistently and confidently uses the prefix un- in own writing</i></p>                       |
| <p>Child's speak target: <i>I spell words correctly by adding -ing, -ed, -er and -est to create new words such as helping, helped, helper.</i><br/>Add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].<br/>GD objective: Confidently add suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example: helping, helped, helper, eating, quicker, quickest], using them in their writing.</p> | <p>Pupil can, with support, use the suffixes -ing, -ed, -er and -est in own writing.</p> | <p>Pupil can independently use the suffixes -ing, -ed, -er and -est in own writing: e.g. buzzing, buzzed, buzzer, grander, grandest.</p> | <p><i>Pupil can consistently and confidently use suffixes -ing, -ed, -er and -est in own writing.</i></p> |
| <p>Child's speak target: <i>I can spell the words correctly in my Year 1 spelling list.</i><br/>Apply simple year 1 spelling rules and guidance.</p>                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                          |                                                                                                                                          |                                                                                                           |

# Year 1 English Progression

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| GD objective: Apply simple year 1 spelling rules and guidance in their work without support.                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                   |                                                                                                                                                                                              |
| <p>Child's speak target: <i>I can write out a sentence told to me by my teacher.</i></p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>GD objective: Write from memory longer sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> | With support, pupil 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.                                                                                                  | Pupil 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: e.g. Tom had a lot of gifts and cards for his sixth birthday. | <i>Pupil can confidently and quickly write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling them correctly.</i> |
| <b>Handwriting</b>                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                   |                                                                                                                                                                                              |
| <p>Child's speak target: <i>When writing, I sit and hold a pencil correctly.</i></p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>GD objective: Consistently sit correctly at a table, holding a pencil comfortably and correctly without being reminded.</p>                                                                                                   | Pupil can sometimes sit correctly at a table and with support holds the pencil usually using the correct pencil grip in preferred hand.                                                                                                                                              | Pupil can sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand.                                                                                                                                          | <i>Pupil almost always sits correctly at a table and always holds the pencil using the correct grip in preferred hand.</i>                                                                   |
| <p>Child's speak target: <i>I can write some of my letters correctly, starting and finishing in the right place.</i></p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>GD objective: Confidently form lower-case letters in the correct direction, starting and finishing in the right place.</p>                                | Pupil can write some recognisable letters: e.g. letters from their own name. This is a good example but is inconsistent with our decision to exemplify the 'expected' descriptor only. Move to 'expected' and add other familiar words to their own name: e.g. mum, dad, love, from. | Pupil can write letters, most of which are correctly formed.                                                                                                                                                                                      | <i>All letters are correctly, confidently and quickly formed</i>                                                                                                                             |

# Year 1 English Progression

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| <p>Child's speak target: <i>I can write some capital letters.</i><br/>Form capital letters.<br/>GD objective: Accurately form capital letters that are all the same size.</p>                                                                                                                                                                                                                                                   | <p>Pupil can correctly form some recognisable capital letters.</p>                                                             | <p>Pupil can correctly form most capital letters.</p>                                                                                                                                                                                                             | <p><i>Pupil can confidently and quickly correctly form all capital letters.</i></p>                                                                                         |
| <p>Child's speak target <i>I can write the numbers 1,2,3,4,5,6,7,8,9,0 correctly.</i><br/>Form digits 0-9.<br/>GD objective: Form digits 0-9 correctly and use them in their work accurately.</p>                                                                                                                                                                                                                               | <p>Pupil can, with support, write some recognisable digits.</p>                                                                | <p>Pupil can independently write all digits 0–9, most of which are correctly formed.</p>                                                                                                                                                                          | <p><i>Pupil can independently write all digits 0–9, all of which are correctly formed.</i></p>                                                                              |
| <p>Child's speak target: <i>I can tell you how some letters are similar and can be put into groups</i><br/>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.<br/>GD objective: Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and form them correctly in their writing.</p> | <p>Pupil can identify some handwriting families and uses this knowledge to remember correct letter formation when writing.</p> | <p>Pupil can correctly identify all handwriting families and sort most letters into them: e.g. pupil 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.</p> | <p><i>Pupil can correctly identify all handwriting families and sort all letters into them, using this knowledge to remember correct letter formation when writing.</i></p> |

## Composition

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| <p>Child's speak target: <i>Before I write a sentence, I can say out loud what I am going to write.</i><br/>Write sentences by saying out loud what they are going to write about.<br/>GD objective: Independently write longer sentences by saying out loud what they are going to write about including the key details.</p> | <p>Pupil can, with support, decide on a topic for writing and say what they will write about.</p> | <p>Pupil can usually decide on a topic for writing and say what they will write about.</p> | <p>Pupil can almost always decide on a topic for writing and say what they will write about.</p> |
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# Year 1 English Progression

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| <p><b>Child's speak target:</b> <i>I can think of and say a sentence before I write it.</i></p> <p>Write sentences by composing a sentence orally before writing it. GD objective: Independently writes sentences by composing a longer sentence orally before writing it.</p>                                                | <p>Pupil can, with support, compose a sentence orally ready to replicate it in writing.</p>           | <p>Pupil can independently compose a sentence orally ready to replicate it in writing.</p>                                                                                                                                                         | <p>Pupil can quickly and confidently compose a sentence orally ready to replicate it in writing.</p>                                                      |
| <p><b>Child's speak target:</b> <i>I can write a text by thinking of a list of sentences in the order I need.</i></p> <p>Write sentences by sequencing sentences to form short narratives. GD objective: Write sentences by sequencing sentences to form short, creative narratives.</p>                                      | <p>Some ideas are linked together.</p>                                                                | <p>Ideas are sequenced appropriately: e.g. stories have a beginning, middle and an end.</p>                                                                                                                                                        | <p>Ideas are developed in a sequence of sentences</p>                                                                                                     |
| <p><b>Child's speak target:</b> <i>I check my sentences make sense by re-reading them.</i></p> <p>Write sentences by re-reading what they have written to check that it makes sense. GD objective: Write sentences by independently re-reading what they have written to carefully check that it makes sense.</p>             | <p>Pupil, with support, re-reads what they have written to check that it makes sense.</p>             | <p>Pupil, usually and independently, re-reads what they have written to check that it makes sense and is beginning to be able to put things right if it doesn't.</p>                                                                               | <p>Pupil confidently and consistently re-reads what they have written to check that it makes sense and knows what to do to correct it if it does not.</p> |
| <p><b>Child's speak target:</b> <i>I can discuss what I have written with the teacher or my friends.</i></p> <p>Discuss what they have written with the teacher or other pupils. GD objective: Discuss and evaluate what they have written with the teacher or other pupils.</p>                                              | <p>Pupil can sometimes make comments on what they have written.</p>                                   | <p>Pupil can listen and sometimes respond by making comments in discussion with teacher about what they have written: e.g. 'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'</p> | <p>Pupil can make several relevant points in discussion with teacher about what they have written.</p>                                                    |
| <p><b>Child's speak target:</b> <i>I can read aloud my own writing so my friends and the teacher can hear me.</i></p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher. GD objective: Confidently read aloud their writing clearly enough to be heard by their peers and the teacher</p> | <p>Pupil can, with support, read their writing aloud clearly enough to be heard by a small group.</p> | <p>Pupil can read their writing aloud clearly enough to be heard by their peers and teacher.</p>                                                                                                                                                   | <p>Pupil can independently and consistently read aloud clearly enough to be heard by their peers and teacher.</p>                                         |

## Vocabulary Grammar Punctuation

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| <p><b>Child's speak target:</b> <i>When I write, I leave spaces between my words.</i></p> <p>Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words.</p> <p>GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by leaving spaces between words without prompts or reminders.</p>                                                                                                                                         | <p>Pupil can, when prompted, leave spaces between words.</p>                                                                                                                                                                                                                                          | <p>Pupil can usually leave spaces between words.</p>                                                                                                                                                                                                                                 | <p>Pupil can almost always leave spaces between words.</p>                                                                                                                                                                                                                                                                         |
| <p><b>Child's speak target:</b> <i>I can add together two sentences using 'and'.</i></p> <p>Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses using 'and'.</p> <p>GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by joining words and joining clauses that are related using 'and'.</p>                                                                                                                    | <p>Begins to join words and clauses with 'and'.</p>                                                                                                                                                                                                                                                   | <p>Confidently and correctly joins words and clauses with 'and': e.g. I went to the park and played on the swing.</p>                                                                                                                                                                | <p>Confidently and correctly uses 'and' in lists and to join clauses, and is beginning to use other conjunctions e.g. if, so, but, because, when independently to join clauses.</p>                                                                                                                                                |
| <p><b>Child's speak target:</b> <i>I can tell you where I might use a capital letter, a full stop, question marks or exclamation marks in my work.</i></p> <p>Develop their understanding of vocabulary, grammar and punctuation concepts by beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by punctuating sentences independently using a capital</p> | <p>Pupil is beginning to demarcate simple and compound sentences accurately and is aware of the use of question marks and exclamation marks as alternatives to the full stop. Pupil is not always consistent in accurate sentence demarcation across a range of dictated and independent writing.</p> | <p>Pupil can demonstrate simple and compound sentences reliably and sometimes uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing.</p> | <p>Pupil confidently demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately. Pupil is consistent in accurate sentence demarcation across a range of dictated and independent writing and may be beginning to experiment with commas.</p> |

# Year 1 English Progression

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| letter and a full stop, question mark or exclamation mark.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                       |                                                                                                          |                                                                   |
| <p>Child's speak target: <i>I can show you where I can use a capital letter for the names of people, places, the days of the week and when I use I.</i></p> <p>Develop their understanding of vocabulary, grammar and punctuation concepts by using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>GD objective: Develop their understanding of vocabulary, grammar and punctuation concepts by more accurately using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' in their writing</p>                                 |                                                       |                                                                                                          |                                                                   |
| <p>Child's speak target: <i>I can make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes.</i></p> <p>Use grammatical terminology for Year 1 understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p>GD objective: Use and apply grammatical terminology for Year 1 in their sentences understanding regular plural noun suffixes -s or -es [dog, dogs, wish, wishes], including the effects of these suffixes on the meaning of the noun and using these within their writing.</p> | Pupil can, with support, use the spelling rule...etc. | Pupil can independently and with some inconsistencies use the spelling rule: e.g. cats, thanks, catches. | <i>Pupil consistently and confidently uses the spelling rule.</i> |

# Year 1 English Progression

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| <p><b>Child's speak target:</b> <i>I can add endings such as -ing and -ed to words to make new words.</i></p> <p>Use grammatical terminology for Year 1 understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper].</p> <p>GD objective: Use and apply grammatical terminology for Year 1 in their writing understanding suffixes that can be added to verbs where no change is needed in the spelling of the root words [helping, helped, helper] and using them in their writing.</p> | <p>Pupil can, with support, use the suffixes -ing, -ed, -er and -est in own writing.</p> | <p>Pupil can independently use the suffixes -ing, -ed, -er and -est in own writing: e.g. buzzing, buzzed, buzzer, grander, grandest.</p> | <p><i>Pupil can consistently and confidently use suffixes -ing, -ed, -er and -est in own writing.</i></p> |
| <p><b>Child's speak target:</b> <i>I understand how adding un to the beginning of some words changes the word to mean the opposite.</i></p> <p>Use grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives.</p> <p>GD objective: Use and apply grammatical terminology for Year 1 understanding how the prefix un- changes the meaning of verbs and adjectives and giving examples.</p>                                                                                                                      | <p>Pupil can, with support, use the prefix un- in own writing.</p>                       | <p>Pupil can independently use the prefix un- in own writing: e.g. unhappy, undo, unfair</p>                                             | <p><i>Pupil consistently and confidently uses the prefix un- in own writing</i></p>                       |
| <p><b>Child's speak target:</b> <i>I know that words can be put together to build sentences.</i></p> <p>Use grammatical terminology for Year 1 understanding how words can combine to make sentences.</p> <p>GD objective: Independently use and apply grammatical terminology for Year 1 understanding how words can combine to make sentences and demonstrating this in action.</p>                                                                                                                                                                                |                                                                                          |                                                                                                                                          |                                                                                                           |

# Year 1 English Progression

Child's speak target: *I can use the grammar rules set out in my grammar list.*

Use year 1 grammatical terminology in English Appendix 2 in discussing their writing.

GD objective: Independently use year 1 grammatical terminology in English Appendix 2 in discussing their writing.

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