

# Learning and Progression Steps (LAPS) in Writing

## Planning for Progression: Year 1



Range of Writing:	<ul style="list-style-type: none"> <li>• Fiction e.g. traditional tales, stories with repetitive patterns, stories from other cultures, fantasy.</li> <li>• Non-fiction e.g. instructions, recounts, non-chronological reports.</li> <li>• Poetry e.g. poems on a theme, traditional rhymes.</li> </ul>			
	LAP 1	LAP 2	LAP 3	Key Learning
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> <li>• Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, and hold in memory whilst writing, sentences that can be read by themselves and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and'.</li> </ul>	<ul style="list-style-type: none"> <li>• Say, and hold in memory whilst writing, simple sentences which make sense.</li> <li>• Write simple sentences that can be read by themselves and others.</li> </ul>
	<ul style="list-style-type: none"> <li>• With adult prompting, separate words with spaces, <i>e.g. using a finger or lollipop stick as a spacer.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Separate words with spaces.</li> </ul>	<ul style="list-style-type: none"> <li>• Separate words with spaces of a roughly consistent size.</li> </ul>	<ul style="list-style-type: none"> <li>• Separate words with spaces.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use full stops to demarcate simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters and full stops to demarcate simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters and full stops to demarcate simple sentences in independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use punctuation to demarcate simple sentences (capital letters and full stops).</li> </ul>
	<ul style="list-style-type: none"> <li>• Recognise and write from memory capital letters.</li> <li>• Use capital letter for the personal pronoun I.</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters for names of people, places and days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters for names of people, places, days of the week and the personal pronoun I, <i>e.g. editing and improving independent writing with support.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters for names of people, places and days of the week.</li> <li>• Use capital letter for the personal pronoun I.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and use question marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use exclamation marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use question marks and exclamation marks in independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and use question marks and exclamation marks.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use the joining word and to link words in sentences, e.g. Henry had a duck and a dog. Penguins can slip and slide.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the joining word and to link clauses, <i>e.g. They all pulled the turnip and it came out of the ground. Peel the banana and slice it into pieces.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use the joining word and to link words and clauses in independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the joining word and to link words and clauses.</li> </ul>
		<ul style="list-style-type: none"> <li>• Use the joining word but to link words (I have two sisters but no brothers.) and clauses (Cinderella wanted to go to the ball but she didn't have a dress).</li> </ul>	<ul style="list-style-type: none"> <li>• Use the joining word or to link words (I could sleep in the tent or the caravan.) and clauses (The Little Robot could stay in the forest or he could ride on the train).</li> </ul>	<ul style="list-style-type: none"> <li>• Extend range of joining words to link words and clauses using but and or.</li> </ul>

# Learning and Progression Steps (LAPS) in Writing

## Planning for Progression: Year 1



<b>Composition: Planning</b>	<ul style="list-style-type: none"> <li>Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse.</li> <li>Orally rehearse ideas linked to non-fiction, e.g. pass a 'microphone' around the group, into which each child can speak their sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Use familiar plots for structuring the opening, middle and end of their stories, e.g. <i>innovating on a known story and orally rehearse.</i></li> </ul>	<ul style="list-style-type: none"> <li>Orally plan and rehearse ideas.</li> <li>Sequence ideas and events in narrative.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> </ul>
		<ul style="list-style-type: none"> <li>Sequence events in non-fiction recounts, e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence ideas and events in different non-fiction texts, e.g. <i>decide on information or events to put on each page in a simple non-fiction book.</i></li> </ul>	<ul style="list-style-type: none"> <li>Sequence ideas and events in non-fiction.</li> </ul>
<b>Composition: Drafting and Writing</b>	<ul style="list-style-type: none"> <li>Orally compose every sentence before writing, e.g. <i>say the sentence three times to fix it in working memory.</i></li> </ul>	<ul style="list-style-type: none"> <li>Orally compose every sentence before writing, including compound sentences using the joining words 'and' and 'but'.</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose every sentence before writing including compound sentences using the joining words 'and', 'but' and 'or'.</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose every sentence before writing.</li> </ul>
	<ul style="list-style-type: none"> <li>With adult support, reread every sentence to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read every sentence to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read every sentence to check it makes sense.</li> </ul>
	<ul style="list-style-type: none"> <li>Orally compose and write sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose and sequence their own sentences to write short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose and sequence their own sentences, including some which use joining words, to write short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and sequence their own sentences to write short narratives.</li> </ul>
	<ul style="list-style-type: none"> <li>Orally compose simple sentences to write short non-fiction texts, e.g. <i>Information text, postcard, instructions.</i></li> </ul>	<ul style="list-style-type: none"> <li>Orally compose and sequence their own sentences to write short non-fiction texts, e.g. recounts, instructions.</li> </ul>	<ul style="list-style-type: none"> <li>Orally compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts.</i></li> </ul>	<ul style="list-style-type: none"> <li>Compose and sequence their own sentences to write short non-fiction texts, e.g. <i>recounts, information texts, instructions.</i></li> </ul>
<b>Composition: Evaluating and Editing</b>	<ul style="list-style-type: none"> <li>Discuss their writing with adults and peers, giving an opinion, e.g. <i>I like my story because...</i></li> </ul>	<ul style="list-style-type: none"> <li>Discuss their writing with adults, saying what they like about it, e.g. <i>my favourite word is...</i></li> </ul>	<ul style="list-style-type: none"> <li>Discuss their writing with adults and peers, e.g. using speaking frames such as 'The best word I have used is...'; 'My handwriting is good because...'; 'I am proud of my writing because...'</li> </ul>	<ul style="list-style-type: none"> <li>Discuss their writing with adults and peers.</li> </ul>
<b>Composition: Performing</b>	<ul style="list-style-type: none"> <li>Read their writing to an adult.</li> </ul>	<ul style="list-style-type: none"> <li>Read their writing audibly to a small group.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing audibly to adults and peers, e.g. larger group or whole class.</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud their writing audibly to adults and peers.</li> </ul>