

Writing progression - Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Study Unit Texts / Talk 4 Writing Class Author: Julia Donaldson						
Fiction	Purpose: To entertain Outcome: To use T4W to sequence and retell a familiar story.	Purpose: To entertain Outcome: To use T4W to retell a story with a familiar setting.	Purpose: To entertain Outcome: To use T4W to retell a story with an unfamiliar setting.	Purpose: To entertain Outcome: To use T4W to retell a traditional tale.	Purpose: To entertain Outcome: To use T4W to retell a fairytale.	Purpose: To entertain Outcome: To use T4W to innovate a superhero story.
Non-fiction	Purpose: To inform Outcome: To write labels, lists and captions based on Sam's Safari.	Purpose: To inform Outcome: To write a recount of our local walk.	Purpose: To inform Outcome: To write a postcard from a hot or cold country.	Purpose: To inform Outcome: To write a simple recipe.	Purpose: To inform Outcome: To write a non-chronological report about materials (building a house for Mr Wolf).	Purpose: To inform Outcome: To write an explanation text – link to school visit to Temple Newsam.
Poetry NB – Year 1 pupils are not expected to write poetry, but should be exposed to rhyme, reciting and appreciation of poetry. They should recite some poetry by heart in Year 1.	'Queue for the zoo' by Clare Bevan. Aims: To appreciate rhymes by listening to a collection of rhyming animal poems.	'Water' by Shirley Hughes by heart. Aims: To appreciate rhymes by listening to a collection of rhyming weather poems.	Opposite poems – 'We are opposites' Aims: To listen and recite poetry.	Riddles Aims: To solve riddles, e.g. I hide under logs, I leap, I croak. Witches are my friend, I'm a green and warty __!	'Spaghetti, Spaghetti' by Jack Prelutsky 'There was a crooked man' Aims: To listen and recite poetry:	'30 days hath September' Aims: To learn poetry by heart
National Curriculum objectives to be covered	Sentence level (Grammar and punctuation focus): Recap writing simple captions, leaving spaces between words. Write simple sentences, leaving spaces between words. Begin a simple sentence with a capital letter and end with a full stop. Introduce nouns. Identify nouns. Use a capital letter for the personal pronoun 'I'.	Sentence level (Grammar and punctuation focus): Write simple sentences, leaving spaces between words. Begin a simple sentence with a capital letter and end with a full stop. Introduce adjectives. Identify adjectives. Include adjectives in simple sentences. Introduce names of people and places as 'proper nouns'. Use a capital letter for names of people.	Sentence level (Grammar and punctuation focus): Join words and clauses using 'and'. Recognise and ask questions. Introduce question sentences. Punctuate question sentences with a capital letter and question mark. Introduce verbs. Identify verbs. Recap names of people and places as 'proper nouns'. Use	Sentence level (Grammar and punctuation focus): Use 'and' to extend ideas. Extend more able using 'because'. Introduce imperative verbs. Introduce adverbs. Identify adverbs. Include adverb in simple sentences. Handwriting: Nelson letter family Set 3: r n m h k b p Nelson letter family Set 4: v w x z	Sentence level (Grammar and punctuation focus): Joining words and clauses using 'and'. Introduce question sentences. Punctuate question sentences with a capital letter and question mark. Use capital letters for days of the week. Word level (including spelling): Plan to revise spelling Phase 5 words,	Word level (including spelling): Plan to revise spelling Phase 5 words,

	<p>Word level (including spelling): Alphabet – Distinguish between letter sounds and letter names. Plan to incorporate words containing GPCs currently being taught (Phase 2 revision/3/4) including common exception words</p> <p>Handwriting: Form capital letters. Form digits 0-9.</p>	<p>Word level (including spelling): Know that a suffix changes the meaning of the word. Spell regular plurals using the spelling rule for adding the suffix –s or –es.</p> <p>Handwriting: Nelson letter family Set 1: c a o d g q s f e</p>	<p>a capital letter for names of places.</p> <p>Word level (including spelling): Know that a suffix changes the meaning of the word. Add –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Handwriting: Nelson letter family Set 2: i l t u j y</p>		<p>including common exception words. Spell days of the week.</p> <p>Handwriting: Revision of letter families with a focus on capital and lower case letter sizing, ascenders and descenders.</p>	<p>sizing, ascenders and descenders.</p>
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