



Year 1: Progression Overview for Writing 2023 -2024

Topic	<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Topic	Our Camden	<i>Beryl Gilroy: a significant individual?</i>	What's the weather like in the UK?	How have toys changed?	Down in the Garden	Why is our canal so significant?
Writing is:	RESPONSIVE Responds to what is happening right now CREATIVE Linked to science and the arts COMMUNITY Has a purpose EXPERIENTIAL Is enhanced by experiences					
Core Text/s To prompt writing https://justimagine.co.uk/recommended-book-list/recommended-books-to-read-aloud-in-year-1-for-age-5-to-6-years/						
Writing outcomes and opportunities ENTERTAIN Character description Setting description Retell familiar stories INFORM Recount Letter Non-chronological report Instructions EXPLAIN Science report	TO ENTERTAIN <u>Beegu</u> Writing speech bubbles <u>Charlie and Lola & others</u> Writing our own stories based in familiar settings Character description	TO ENTERTAIN <u>KS1 production</u> <i>The Elves and the Shoemaker</i> <u>Christmas story</u>	TO ENTERTAIN <u>Dogger, Lucky Duck</u> Retell familiar stories Write own Lost Toy story <u>Traction Man</u> Comic style adventure (including onomatopoeia) Character's speech	TO ENTERTAIN <u>The Dolls House Fairy</u> Setting description Character description (TDHF) Write scripts for the puppets in the puppet theatre Write own story books Book Week	TO ENTERTAIN Setting description Dialogue for characters	TO ENTERTAIN Writing own version of familiar stories
	TO INFORM Writing labels	TO INFORM Information leaflets	TO INFORM <u>Mini Grey</u>	TO INFORM	TO INFORM	TO INFORM

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CREATIVITY
ASPIRATIONAL


	<p>Information booklet about Hawley school</p> <p>Writing directions</p> <p>Letter to local shopkeepers</p> <p>Recount about local walk</p>	<p>Write instructions - hand washing lists</p>	<p>Writing questions and then results of research about Mini Grey</p> <p>Letters to Mini Grey</p>	<p>Writing instructions (for making puppets and handwashing)</p> <p>Planning own board game - writing for a purpose</p> <p>Writing rule booklet</p> <p>Writing a review of the game</p> <p>Book review for Book Week</p>	<p>Non-chronological report - science report</p> <p>Recount of trips</p>	<p><u>George and Flora's Secret Garden</u></p> <p>Letter to Clare (Gardening)</p>
	<p>POETRY</p>	<p>POETRY</p> <p>Autumn poems</p>	<p>POETRY</p>	<p>POETRY</p>	<p>POETRY</p> <p><u>Extraordinary Gardner</u></p> <p>Write seasons poems</p>	<p>POETRY</p>
	<p>GRAMMAR</p> <p>National curriculum statements to cover</p> <p>Year 1 - New</p> <p>Prior knowledge</p> <p>Ensure you refer and revise</p> <p>Early Learning Goals</p>	<p>WORD</p> <p>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</p>	<p>SENTENCE</p> <p>How words can combine to make sentences Joining words and joining clauses using <u>and</u></p>	<p>TEXT</p> <p>Sequencing sentences to form short narratives</p>	<p>PUNCTUATION</p> <p>Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>TERMINOLOGY</p> <p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark</p>
<p>TIER 2 VOCABULARY</p> <p><i>Tier 2 words are those that provide access to more complex topics and discussions outside of the everyday, eg</i></p>	<p><u>September</u></p> <p>head</p> <p>stand</p> <p>own</p>	<p><u>October</u></p> <p>study</p> <p>still</p> <p>learn</p>	<p><u>January</u></p> <p>order</p> <p>don't</p> <p>while</p>	<p><u>February</u></p> <p>open</p> <p>seem</p> <p>together</p>	<p><u>May</u></p> <p>true</p> <p>during</p> <p>room</p>	<p><u>June</u></p> <p>base</p> <p>hear</p> <p>horse</p>

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<i>relative, vary, frown, swoop, hesitate</i>	page should country found answer complete grow	plant cover food half your thought let	press close night real life few stop	next fire problem begin piece walk example	friend began idea fish mountain north once	cut sure watch colour face wood main
	<u>November</u> keep rock never last door between city tree cross since	<u>December</u> hard start might story saw far save draw left late	<u>March</u> ease pass often always whole those both mark size letter	<u>April</u> until heard best better feet care second group carry took		

Year 1 Writing progression

Transcription	Handwriting	Composition	Vocabulary, Grammar and Punctuation
<ul style="list-style-type: none"> Spell words containing each of the 40+ graphemes already taught. Spell common exception words Spell days of the week Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Use regular plural suffixes: -s, -es Use suffixes -ing, -ed, -er, -est (with no change to root word) Use prefix un- Apply rules from Spelling Progression - Y1 Write from memory simple dictated sentences including GPCs and common exception words 	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <ul style="list-style-type: none"> Begin to form lower case letters in the correct directions, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' 	<p>Say out loud what they are going to write about</p> <ul style="list-style-type: none"> Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Discuss what they have written with the teachers or other pupils Read their writing aloud clearly enough to be heard by their peers and the teacher Begin to develop an awareness of 'The Reader' by making relevant choices about subject matter and choosing appropriate vocabulary 	<p>Leave spaces between words</p> <ul style="list-style-type: none"> Join words and sentences using 'and' Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, days of the week and the personal pronoun 'I'

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