

Year 1 Writing Progression

At the beginning of year 1 the children will be taught English by following the scheme Read, Write Inc. It is an expectation that most children will not need Read, Write Inc. in Spring term.

Text Types Covered			Jane Considine Units					Handwriting Expectations
BOOK	Text Type	GENRE	Paws, claws and whiskers Autumn 2					Sit correctly at a table, holding a pencil comfortably and correctly. Form most lower-case letters correctly. Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.
Wombat goes Walkabout – Michael Morpurgo	Fiction	Adventure Story	Wombat Goes Walkabout by Michael Morpurgo	Adventure	Down Under, Australia/Hot! Hot! Hot!	Geography	Fiction	
On Safari – Jane Considine	Non-Fiction	Travel Journal	On Safari	Travel journal	Wish You Were Here Holidays!	Geography	Non-fiction	
			Moon Zoom Spring 1					
The Way Back Home – Oliver Jeffers	Non-Fiction	Science fiction	The Way Back Home by Oliver Jeffers	Science fiction	Infinity and Beyond/Friendship	Science	Fiction	
Ice Planet Jane Considine	Non-Fiction	Persuasive Leaflet	Ice Planet Adventure Park	Persuasive leaflet	Ice/Frozen Planet	Geography	Non-fiction	
Song of the Sea – Studio Canal	Narrative	Irish Myth						
Firework Night – Jane Considine	Poem	List Poem	Song Of The Sea by Studio Canal	Irish myth	Under the Sea/Water Water Everywhere	Science	Non-fiction	
The Queen’s Hat - Steve Anthony	Fiction	Adventure story	Firework night	List poem	Fire! Fire!	PSHE/History	Poetry	
			Bright Lights, Big City Summer 1					
The Train Ride – June Crebbin	Fiction	Story	The Queen’s Hat by Steve Anthony	Adventure	London/Capital City	Geography	Narrative	
Little Red Riding Hood – Lari Don	Fiction	Traditional Tale	The Train Ride by June Crebbin	Story	On the Move/The Daytrip	DT/Geography	Narrative	
Our Trip to the Woods	Non-Fiction	Recount						
			Enchanted Woodland KRP Summer 2					

	Little Red Riding Hood by Lari Don	Traditional tale	Open A book	PSHE	Narrative	
	Our Trip To The Woods	Recount	Our Local Area	Geography	Non-fiction	

Spelling	Composition	Vocabulary, Grammar and Punctuation
<p>Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes.</p> <p>Spell a few common exception words (e.g. I, the, he, said, of).</p> <p>Spell some common exception words.</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Add prefixes and suffixes using the prefix un-.</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.</p> <p>Apply simple spelling rules and guidance, as listed in (English Appendix 1).</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>Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher.</p> <p>Write down one of the sentences that he/she has rehearsed.</p> <p>Compose and write sentences independently to convey ideas.</p> <p>Write sentences, sequencing them to form short narratives (real or fictional).</p> <p>Write sentences by re-reading what he/she has written to check that it makes sense.</p> <p>Discuss what he/she has written with the teacher or other pupils.</p> <p>Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</p>	<p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.</p> <p>Use 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>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat.</p> <p>Understand how words can combine to make sentences.</p> <p>Join words and clauses using and.</p> <p>Separate words with spaces.</p> <p>Use capital letters and full stops to demarcate sentences in some of his/her writing.</p> <p>Begin to punctuate work using question marks and exclamation marks.</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.</p> <p>Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.</p>

Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash).