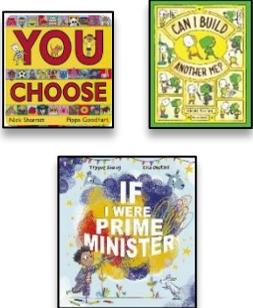
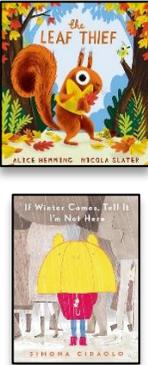
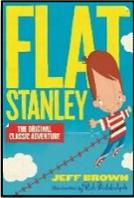


Key Stage One - Year 1 and 2 – Writing Progression: Year A

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Book focus	<p>You Choose</p> <p>Can I Build Another Me?</p> <p>If I Were Prime Minister</p>	<p>The Man on the Moon</p> <p>The Darkest Dark</p>	<p>If Winter Comes, Tell It I'm Not Here</p> <p>The Leaf Thief</p>	<p>Traction Man is here</p> <p>Sunshine at Bedtime</p>	<p>Saint George and the Dragon</p> <p>Dragon Post</p>	<p>Flat Stanley – The Original Adventure</p>
						
Writing to...	<p><u>Year 1</u></p> <p>Sentence/word level – “I will pick a cat/dog/rat etc” (NF)</p> <p>Sentence level – “I can sleep, I can jump etc”(NF)</p> <p>Phrases/ sentences linked with poetry focus</p>	<p><u>Year 1</u></p> <p>Sentence/word level linked with story (F)</p> <p>Sentence/word level – instructions (NF)</p> <p>Sentence/word level – simple sentences (F)</p>	<p><u>Year 1</u></p> <p>Sentence/word level to simply recount (F)</p> <p>Sentence/word level to describe seasons (NF)</p>	<p><u>Year 1</u></p> <p>Sentence/word level to describe (F)</p> <p>Sentence/word level to simply recount (F)</p> <p>Sentence/word level to simply recount (F)</p>	<p><u>Year 1</u></p> <p>Sentence/word level to describe (F)</p> <p>Sentence/word level to retell (F)</p> <p>Sentence/word level to retell (F)</p>	<p><u>Year 1</u></p> <p>Sentence/word level to describe (F)</p> <p>Sentence/word level to retell a simple narrative (F)</p> <p>Poetry (perform + potential dictated sentences)</p>

	<p align="center"><u>Year 2</u></p> <p>Sentence level – non-fiction (I will choose...) (F)</p> <p>A letter to the robot (F)</p> <p>Poetry - Acrostic Poems</p>	<p align="center"><u>Year 2</u></p> <p>Re-tell traditional story (F)</p> <p>A set of instructions (NF)</p> <p>A letter to a character (F)</p>	<p align="center"><u>Year 2</u></p> <p>An adventure story (F)</p> <p>An explanation text – linked to Seasons (NF)</p>	<p align="center"><u>Year 2</u></p> <p>A character description (F)</p> <p>Retell the narrative (F)</p> <p>Retell the narrative (F)</p>	<p align="center"><u>Year 2</u></p> <p>A character description (F)</p> <p>Sentence/word level to retell (F)</p> <p><i>KS1 SATS week</i></p> <p>A first-person recount of the story.</p>	<p align="center"><u>Year 2</u></p> <p>A diary entry – Stanley’s POV</p> <p>An adventure story – Stanley’s next adventure</p> <p>Poetry - riddles</p>
<p align="center">Phonics progression (Y1)</p>	<p>Speedy recall of Set 1 sounds and consolidate first 6 Set 2 sounds (including any gaps from assessments)</p> <p>Red words</p> <p>Review: I the of my he for put</p> <p>New: your said you be are (green)</p> <p>to me go baby (purple)</p>	<p>Speedy recall of Set 1 sounds and first 6 Set 2 sounds (including any gaps from assessments)</p> <p>Teach: ar, or, air, ir, ou, oy</p> <p>Red words</p> <p>Review: I the of my he for put your said you be are to me go baby</p> <p>New: I’ve like all we want her call some</p>	<p>Speedy recall of all Set 1 sounds and Set 2 sounds (including any gaps from assessments)</p> <p>Teach: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur</p> <p>Red words</p> <p>Review: I the of my he for put your said you be are to me go baby I’ve like all we want her call some</p> <p>New: what do they old was</p>	<p>Speedy recall of all previous sounds taught (including any gaps from assessments)</p> <p>Teach: er, ow, ai, oa, ew, ire, ear, ure</p> <p>Red words</p> <p>Review: I the of my he for put your said you be are to me go baby I’ve like all we want her call some what do they old was</p> <p>New: saw watch school small their were one who tall</p>	<p>Speedy recall of all previous sounds taught (including any gaps from assessments)</p> <p>Teach: additional set 3 sounds tious, tion, sious, au, e-e, ue, ie, ph, wh, kn</p> <p>Red words</p> <p>Review: I the of my he for put your said you be are to me go baby I’ve like all we want her call some what do they old was saw watch school small their were one who tall brother I’m there any fall where wall</p> <p>New: brother I’m there any fall where wall</p>	<p>Speedy recall of all previous sounds taught (including any gaps from assessments)</p> <p>Red words</p> <p>Review: I the of my he for put your said you be are to me go baby I’ve like all we want her call some what do they old was saw watch school small their were one who tall brother I’m there any fall where wall</p> <p>New: does other two could ball would water wash anyone over wasn’t through once son whole people</p>
<p align="center">Oral composition (Y1)</p>	<p>Teacher modelling 2-3 simple sentences in the right order. Echo recall</p>	<p>Teacher modelling 2-3 simple sentences in the right order. Echo recall</p>	<p>Teacher modelling 2-4 simple sentences in the right order. Echo recall. Begin to</p>	<p>Teacher modelling 2-4 simple/compound sentences in the right order. Echo recall.</p>	<p>Teacher modelling a mixture of simple and compound sentences in the right order. Echo recall.</p>	<p>Teacher modelling a mixture of simple and compound sentences in the right order. Echo recall.</p>

	Teacher modelling prosody and expression during poetry recitation.	Teacher model a range of “command” sentences in the right order	expose children to a compound sentence.	Teacher model a range of “question” sentences		
Oral composition (Y2)	(Teacher modelling a mixture of 3-5 compound and simple sentences in the right order.) Teacher modelling prosody and expression during poetry recitation.	(Teacher modelling a mixture of 3-5 compound and simple sentences in the right order.) Teacher model a range of “command” sentences in the right order	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple) Teacher modelling a range of sentences in the simple and progressive tenses.	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple) Teacher model a range of “question” sentences	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple)	(Teacher modelling a mixture of 3-5 sentences including: subordination, compound and simple)
Writing transcription (skills): New skills	Write 3-4 sound words using sounds taught so far. Hear sounds in words using Fred Fingers to help with writing 3 and 4 sound words. Dictate 1-2 simple sentences using sounds taught so far. Dictate 1-2 simple/compound sentences using sounds taught so far. (Y2) Record sentences with a capital letter and full stop. Know that words are individual units with finger spaces.	Write 3-4 sound words using sounds taught so far. Hear sounds in words using Fred Fingers to help with writing 3 and 4 sound words. Use personal pronoun “I” Dictate 1-2 simple sentences using sounds taught so far. Dictate 1-2 simple/compound sentences using sounds taught so far. (Y2) Know that words are individual units with finger spaces. Introduce conjunction “and.” (Y1)	Write 3-5 sound words using sounds taught so far. Hear sounds in words using Fred Fingers to help with writing 3-5 sound words. Dictate 2-3 simple sentences using sounds taught so far. Dictate 2-3 simple/compound sentences using sounds taught so far. (Y2) Record sentences with a capital letter and full stop. Know that words are individual units with finger spaces.	Write short, medium and multisyllabic words using sounds taught so far. Hear sounds in words using Fred Fingers to help with writing words. Use conjunction “and.” (Y1) Subord. ‘when’ ‘if’ ‘that’ ‘because’ (Y2) Commas in a list. (Y2) Dictate 3-5 simple/compound sentences using sounds taught so far. Record sentences with a capital letter and full stop.	Independently, orally rehearse and sequence sentences. Write short, medium and multisyllabic words using sounds taught so far. Apostrophes for contraction. (Y2) Hear sounds in words using Fred Fingers to help with writing words. Re-read what they have written to check it makes sense. Read aloud their writing clearly enough to be heard by their peers/adult Apostrophes for	Independently, orally rehearse and sequence sentences. Independently writing a range of sentence structures broadly accurately (Y2) Write short, medium and multisyllabic words using sounds taught so far. Read aloud their writing clearly enough to be heard by their peers/adult. Hear sounds in words using Fred Fingers to help with writing words. Dictate 3-5 simple/compound

	<p>Letters formed correctly and orientated correctly.</p> <p>Independently orally rehearse and sequence sentences to form short narratives (Y2)</p> <p>Recap simple and compound sentences taught in Y1 (Y2)</p>	<p>Recap coordination 'and' begin to use 'or' and 'but' (Y2)</p> <p>Letters formed correctly and orientated correctly.</p> <p>Record sentences with a capital letter and full stop.</p>	<p>Letters formed correctly and orientated correctly.</p> <p>Record a sentence independently.</p> <p>Use conjunction "and." (Y1) Subord. 'because' 'when' (Y2)</p> <p>Use personal pronoun "I"</p> <p>Read aloud their writing clearly enough to be heard by their peers/adult (Y2)</p> <p>Adjectives/nouns (Y1) Expanded noun phrases (Y2)</p> <p>Tense verbs (simple & progressive) (Y2)</p>	<p>Know that words are individual units with finger spaces.</p> <p>Letters formed correctly and orientated correctly.</p> <p>Record a sentence independently.</p> <p>Use a question mark. (Y1) Introduce different sentence types: focus on questions (Y2)</p> <p>Capital letters for people and places.</p>	<p>possession (Y2)</p> <p>Dictate 3-5 simple/compound sentences using sounds taught so far.</p> <p>Record sentences with a capital letter and full stop.</p> <p>Know that words are individual units with finger spaces.</p> <p>Letters formed correctly and orientated correctly.</p> <p>Conjunctions</p> <p>Record sentences independently.</p> <p>Capital letters for people and places.</p> <p>Use an exclamation mark (Y1) Use an exclamation sentence (Y2)</p> <p>Introduce different sentence types: questions, statements and commands (Y2)</p>	<p>sentences using sounds taught so far.</p> <p>Record sentences with a capital letter and full stop.</p> <p>Know that words are individual units with finger spaces.</p> <p>Letters formed correctly and orientated correctly.</p> <p>Record sentences independently.</p> <p>Use question marks and exclamation marks</p> <p>Capital letters for people and places.</p> <p>Conjunctions</p> <p>Commas in a list (Y2)</p>
<p>Checking work (Y1)</p>	<p>Children in Y1 should:</p> <ul style="list-style-type: none"> • re-read what they have written to check it makes sense • be encouraged to make simple revisions such as: correcting letter reversals, adding missing full stops or capital letters etc. 					
<p>Editing (Y2)</p>	<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 					

- read aloud what they have written with appropriate intonation to make the meaning clear