



Year 1	Uffculme Progression in Writing									
	Autumn 1	Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
Progression of Core Texts	<i>Poetry</i> Oi Frog by Kes Grey (Hodder)	<i>Fiction</i> It's My Birthday by Helen Oxenbury (Walker)	Fiction Dear Mother Goose by Michael Rosen and Nick Sharratt (Walker)	Fiction Silva and the Bird by Catherine Rayner	Non-Fiction My Day at the Zoo by Jay Dale (Engage Literacy, Raintree)	Non-Fiction Stella and the Seagull by Georgina Stevens and Izzy Burton	Fiction The Three Little Pigs by Mara Alperin and Ag Jatkowska	Non-Fiction Seed to Sunflower by Camilla de la Bédoyère, QED Life Cycles	Poetry I Love Bugs by Emma Dodd	Non-Fiction Weather By Steffi Cavell-Clarke
Links to Wider Curriculum	Stand Alone	Stand Alone	Traditional Tales/Once upon a time	PSHE/RSE – characteristics of positives relationships	This could be linked to almost any curriculum area depending on the trip or event you choose to base the recount on.	Science -Animals, Plants, materials	Science/DT – Materials and forces	Science – Plants	Science - animals	Science – Weather
Independent Purposeful Writing Outcomes <i>Teachers can add specific detail about 'Audience, Purpose and Form' of final outcome.</i>	Planned outcome/focus: To write silly rhyming sentences based on the book.	Planned outcome/focus: To write a list of items to remember for an occasion.	Planned outcome/focus: To write a letter in reply to a problem raised by a nursery rhyme character.	Planned outcome/focus: To write a narrative about two animals/creatures who become friends and go on a journey.	Planned outcome/focus: To write a recount of a school trip or event.	Planned outcome/focus: To write a letter asking for help with an environmental issue.	Planned outcome/focus: To write the story of The Three Little Pigs	Planned outcome/focus: To create a poster or booklet about the life cycle of another plant or animal which includes an introduction, labelled pictures, clear information and an associated glossary using the non-fiction voice of a scientist	Planned outcome/focus: To write a descriptive poem	Planned outcome/focus: To write another double page spread for the book <i>Weather</i> or for another similar book, e.g. <i>Seasons</i>
Writing for purpose - composition <u>focus</u> <i>NB: Composition strands run throughout the year- This indicates focus only.</i>	saying out loud what they are going to write about (Y1) composing a sentence orally before writing it (Y1)	discuss what they have written with the teacher or other pupils. read aloud their writing clearly enough to be heard by their peers and the teacher.	sequencing sentences to form short narratives (Y1) re-reading what they have written to check that it makes sense (Y1)	sequencing sentences to form short narratives (Y1) re-reading what they have written to check that it makes sense (Y1)	saying out loud what they are going to write about (Y1) sequencing sentences to form short narratives (Y1)	make simple additions, revisions and corrections to their own writing by: · discuss what they have written with the teacher or other pupils (Y1) read aloud their writing clearly enough to be heard by their peers and the teacher(Y1)	sequencing sentences to form short narratives (Y1) discuss what they have written with the teacher or other pupils (Y1)	sequencing sentences to form short narratives (Y1) re-reading what they have written to check that it makes sense (Y1)	read aloud their writing clearly enough to be heard by peers and the teacher (Yr1) Develop positive attitudes towards and stamina for writing by: writing poetry	saying out loud what they are going to write about (Y1) composing a sentence orally before writing it (Y1) re-reading what they have written to check that it makes sense (Y1)
Writing to be clear - grammar	Leaving spaces between words (Y1)	understanding how words can combine to make sentences	combining words to make sentences (Y1)	leaving spaces between words (Y1)	combining words to make sentences (Y1)	leaving spaces between words (Y1)	leaving spaces between words (Y1)	leaving spaces between words (Y1)	joining words and joining clauses using and	leaving spaces between words (Y1)



<p>and punctuation</p>	<p>combining words to make sentences (Y1) joining words and clauses/sentences using and (Y1)</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>Terminology: letter, word, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>joining words and joining clauses using and sequencing sentences to form short narratives</p> <p>Terminology: word, sentence, full stop, question mark, exclamation mark</p>	<p>joining words and clauses/sentences using and (Y1)</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p>	<p>combining words to make sentences (Y1)</p> <p>joining words and clauses/sentences using and (Y1)</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p> <p>Terminology Y1: letter, capital letter, word, sentence, punctuation, full stop,</p>	<p>joining words and clauses/sentences using and (Y1)</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p> <p>Terminology letter, capital letter, word, singular, sentence, punctuation, full stop, exclamation mark</p>	<p>combining words to make sentences (Y1)</p> <p>joining words and clauses/sentences using and (Y1)</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Y1)</p> <p>Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, (question mark, exclamation mark)</p>	<p>combining words to make sentences (Y1)</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>using a capital letter for names of people, (Y1)</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks (Y2)</p> <p>Terminology: letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>combining words to make sentences (Y1)</p> <p>joining words and clauses/sentences using and (Y1)</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <p>Terminology: letter, capital letter, word, sentence, punctuation, full stop,</p>	<p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Terminology: letter, capital letter, word, sentence, punctuation, full stop,</p>	<p>combining words to make sentences (Y1)</p> <p>joining words and clauses/sentences using and (Y1)</p> <p>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p>
<p>Spelling</p>	<p>Little Wandle phonics</p>			<p>Little Wandle phonics for those requiring additional input Little Wandle bridge to spelling Little Wandle Spelling programme</p>			<p>Little Wandle Spelling programme</p>			
<p>Handwriting</p>	<p>Follow the Nelson Handwriting scheme.</p> <ul style="list-style-type: none"> ● Form lower-case letters of the correct size relative to one another. ● Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. ● Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. ● Use spacing between words that reflects the size of the letters. ● Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation. ● Use of Letter Join scheme 									