


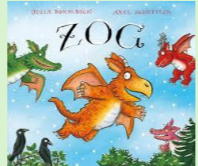
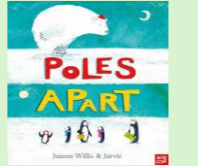
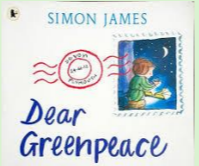
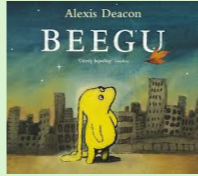

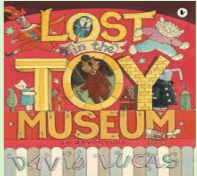
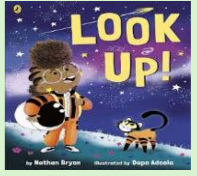


TWHF Year 1 Writing Progression Document- Yearly Overview

Year 1	Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Genre	Fiction Poetry Story setting	1 Non-fiction Recount	Fiction Narrative: Character description Features	Non- Fiction- Recount	Fiction Narrative:	1 Non-fiction Non chronological report	Fiction Narrative: short story writing	1 Non-fiction Non- Fiction- Diary	Fiction Narrative: story setting / description	1 Non-fiction Instructions	Fiction Narrative: Story writing	1 Non-fiction Recount- Letter
Recommended Text/ Stimulus	Leaf 	Stuck 	Bog Baby 	Zog 	Poles Apart 	Dear Greenpeace 	Beegu 	Paddington 	The True Story of The Three Little Pigs 	Lost in the Toy Museum 	Look Up 	Dragon Post 
Outcome	To write a setting....	To write a recount...	To write a description about...	To write a recount about...	Retelling of story / part of story	To write a non- chronological report about...	To write a story about....	To write a diary about...	To describe a...	To write a set of instructions about...	To write a story about...	To write a letter to....
Writing Purpose	Writing to entertain	To inform (recount): recount	Writing to entertain	To inform (recount): recount	Writing to entertain	To inform (report)	Writing to entertain	To inform (recount): recount	Writing to entertain	To inform	Writing to entertain	To Inform
Text Features	Orally rehearse and write a simple sentence. Re-read your sentence.	Orally rehearse and write a simple sentence. Re-read your sentence.	Sequence sentences to form a character description.	Sequence sentences to form a recount using the days of the week.	Sequence sentences to form short narratives	Sequence sentences to form a non- chronological report.	Sequence sentences to form short narratives	Sequence sentences to form a diary.	Sequence sentences to form a story description/ setting.	Sequence sentences to form a set of instructions.	Sequence sentences to form short narratives	Sequence sentences to form a letter.
Grammatical structures				Join words using 'and '	Join words using 'and '	Join words using 'and ' Join clauses using 'and '	Join words and clauses using 'and '	Join words and clauses using 'and '	Join words and clauses using 'and '	Join words and clauses using 'and'	Join words and clauses using 'and '	Join words and clauses using 'and '
Descriptive language	Use adjectives in their writing- colour. E.g. The leaves are red	Use adjectives in their writing- size. E.g. big boat, large house	Use adjectives in their writing- texture. E.g. soft, bumpy. Recap colour and size from Term 1.	Use adjectives in their writing- emotions E.g. proud, excited, scared, disappointed	Use adjectives in their writing. senses. E.g. feel – rain see – big red bus	Use adjectives in their writing- choose an appropriate adjective	Use adjectives in their writing- choose an appropriate adjective	Use adjectives in their writing- choose an appropriate adjective	Use adjectives in their writing- choose an appropriate adjective	Use adjectives in their writing- choose an appropriate adjective	Use adjectives in their writing- choose an appropriate adjective	Use adjectives in their writing- choose an appropriate adjective
Tense/ verb forms					Use present tense with some accuracy.		Use past tense with some accuracy.	Use past tense with some accuracy.			Use past and present tense with some accuracy.	

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Paragraphing/ cohesion												
Punctuation	Use finger spaces consistently. Begin punctuating sentences using a full stop.	Begin punctuating sentences using a capital letter. Consistently use capital letter for 'I'. Use finger spaces consistently. Begin punctuating sentences using a full stop.	Use finger spaces consistently. Begin punctuating sentences using a capital letter and a full stop.	Begin punctuating sentences using a capital letter and a full stop.		Begin punctuating sentences using a question mark.		Consistently use capital letter for 'I'.	Begin punctuating sentences using an exclamation mark.	Begin punctuating sentences using an exclamation mark.	Begin punctuating sentences using a question mark.	Begin punctuating sentences using a question mark. Consistently use capital letter for their own name.
Handwriting	Write recognisable letters most of which are formed correctly. Form most lower-case and capital letters in the correct direction, starting and finishing in the right place.	Form most capital letters correctly.	Form most lower-case and capital letters in the correct direction, starting and finishing in the right place.	Form most lower-case and capital letters in the correct direction, starting and finishing in the right place.	Form most lower-case and capital letters in the correct direction, starting and finishing in the right place.	Form most lower-case and capital letters in the correct direction, starting and finishing in the right place.	Form most lower-case and capital letters in the correct direction, starting and finishing in the right place.	Form most lower-case and capital letters in the correct direction, starting and finishing in the right place.	Form most lower-case and capital letters in the correct direction, starting and finishing in the right place.	Form most lower-case and capital letters in the correct direction, starting and finishing in the right place.	Form most lower-case and capital letters in the correct direction, starting and finishing in the right place.	Form most lower-case and capital letters in the correct direction, starting and finishing in the right place.
Spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters	Spell words containing each of the 40+ phonemes already taught. Spell many Year 1 common exception words accurately.	Spell words containing each of the 40+ phonemes already taught. Spell many Year 1 common exception words accurately.	Spell the days of the week correctly Spell words containing each of the 40+ phonemes already taught. Spell many Year 1 common exception words accurately.	Show some accurate use of -ing where no change is needed in the spelling of root words. Spell words containing each of the 40+ phonemes already taught. Spell many Year 1 common exception words accurately.	Spell words containing each of the 40+ phonemes already taught. Spell many Year 1 common exception words accurately.	Show some accurate use of -ed where no change is needed in the spelling of root words. Spell words containing each of the 40+ phonemes already taught. Spell many Year 1 common exception words accurately.	Show some accurate use of -ed where no change is needed in the spelling of root words. Spell words containing each of the 40+ phonemes already taught.	Show some accurate use of -er -est where no change is needed in the spelling of root words. Spell words containing each of the 40+ phonemes already taught.	Spell words containing each of the 40+ phonemes already taught. Spell many Year 1 common exception words accurately.	Spell words containing each of the 40+ phonemes already taught. Spell many Year 1 common exception words accurately.	Spell words containing each of the 40+ phonemes already taught. Spell many Year 1 common exception words accurately.

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Black = new learning to this year group

Green = previous year group learning re-visited