



Unity Community Primary School
Curriculum Progression in Writing - Year 1

2023-2024

**KEY TECHNICAL SKILLS FOR
YEAR 1**

Capital letters and full stops

Letter formation and write on
the line

Question marks

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	7 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Year 1	<p><u>Text type:</u> Fiction</p> <p><u>Model text:</u> The Three Little Pigs (3 weeks)</p> <p><u>Toolkit:</u> Punctuation, full stops, capital letters, adjectives.</p> <p><u>Hot task:</u> Re-tell and re-write the story and innovate the materials of the house</p>	<p><u>Text type:</u> Poem</p> <p><u>Model text:</u> TBC Text (1 week)</p> <p><u>Toolkit:</u> Understand the structure of poems.</p> <p><u>Hot task:</u> Re-write</p> <p><u>Text type:</u> Non-Fiction</p>	<p><u>Text Type:</u> Non-fiction</p> <p><u>Model Text:</u> Little Red Hen (2 weeks)</p> <p><u>Tool Kit:</u> Punctuation, full stops, capital letters, adjectives,</p> <p><u>Hot task:</u> Descriptive paragraph about the Little Red Hen</p>	<p><u>Text type:</u> Non-Fiction</p> <p><u>Model text:</u> Where the wild things are</p> <p><u>Toolkit:</u> Setting description, punctuation, full stops, capital letters, adjectives.</p> <p><u>Hot task:</u> Write a setting description.</p>	<p><u>Text type:</u> Fiction</p> <p><u>Model text:</u> Avocado baby (3 week)</p> <p><u>Toolkit:</u> Punctuation, full stops, capital letters, adjectives.</p> <p><u>Hot task:</u> Re-tell and re-write an innovated story.</p> <p><u>Text type:</u> Non-fiction</p>	<p><u>Text type:</u> Poem</p> <p><u>Model text:</u> Rainbow of Fruit Flavours (1 week)</p> <p><u>Toolkit:</u> Understand the structure of poems, rhyming words, senses.</p> <p><u>Hot task:</u> Re-write innovated poem.</p>

	<p><u>Text Type:</u> Non-fiction</p> <p><u>Model Text:</u> Goldilocks and the three bears (2 weeks)</p> <p><u>Tool Kit:</u> Imperative verbs, Punctuation, full stops, capital letters, adjectives.</p> <p><u>Hot task:</u> Instructions of how to make soup</p> <p><u>Text type:</u> Poem</p> <p><u>Model text:</u> TBC Text (1 week) Black History Month</p> <p><u>Toolkit:</u> Understand the structure of poems.</p> <p><u>Hot task:</u> Re-write innovated poem</p>	<p><u>Model text:</u> Coming to England (2 week) by Floella Benjamin</p> <p><u>Toolkit:</u> Past tense, writing from another person’s perspective, punctuation, full stops, capital letters, adjectives.</p> <p><u>Hot task:</u> Write a diary entry from the perception of the meerkat.</p> <p><u>Text type:</u> Poem</p> <p><u>Model text:</u> Autumnfall (1 week)</p> <p><u>Toolkit:</u> Understand the structure of poems.</p> <p><u>Hot task:</u> Re-write innovated poem</p> <p><u>Text type:</u> Fiction</p>	<p><u>Text Type:</u> Fiction</p> <p><u>Model Text:</u> Little Red Hen (3 weeks)</p> <p><u>Tool Kit:</u> Punctuation, full stops, capital letters, adjectives.</p> <p><u>Hot task:</u> Innovative story</p> <p><u>Text type:</u> Poem</p> <p><u>Model text:</u> Red Round Ladybird (1 week)</p> <p><u>Toolkit:</u> Understand the structure of poems and rhyming words.</p> <p><u>Hot task:</u> Perform innovated poem</p>	<p><u>Text Type:</u> Fiction</p> <p><u>Model Text:</u> The Hungry Caterpillar (3 week)</p> <p><u>Tool Kit:</u> Punctuation, full stops, capital letters, adjectives.</p> <p><u>Hot task:</u> Write an innovated story.</p>	<p><u>Model text:</u> The chocolate monster (2 week)</p> <p><u>Tool Kit:</u> Punctuation, full stops, capital letters, adjectives.</p> <p><u>Hot task:</u> Descriptive paragraph about the chocolate monster.</p> <p><u>Text type:</u> Poem</p> <p><u>Model text:</u> Weather Sense (1 week)</p> <p><u>Toolkit:</u> Understand the structure of poems and rhyming words.</p> <p><u>Hot task:</u> Perform innovated poem</p>	<p><u>Text type:</u> Non-Fiction</p> <p><u>Model text:</u> The Field Trip (recount – 2 weeks)</p> <p><u>Toolkit:</u> Punctuation, full stops, capital letters, adjectives.</p> <p><u>Hot task:</u> Innovate the Martin Mere trip to the field in a recount.</p> <p><u>Text type:</u> Fiction</p> <p><u>Model text:</u> Beegu (3 weeks)</p> <p><u>Toolkit:</u> Punctuation, full stops, capital letters, adjectives.</p> <p><u>Hot task:</u> Re-tell and re-write the story and innovate the story.</p>
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		<p>Model text: Little Red Riding Hood (Rap) (3 weeks)</p> <p>Toolkit: Punctuation, full stops, capital letters, adjectives and rhyming words.</p> <p>Hot task: Perform and rewrite the rap</p>				
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National Curriculum – Writing	
Spelling	Handwriting
<p>Pupils should be taught to spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet (in order) • using letter names to distinguish between alternative spellings of the same sound • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance, as listed in English Appendix 1 	<ul style="list-style-type: none"> • Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly • begin to 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 to practise these.

<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	
<p>Composition</p>	<p>Vocabulary, Grammar and Punctuation</p>
<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • 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. 	<p>Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using <i>and</i> • using adjectives to add detail • punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' <p>Terminology:</p> <ul style="list-style-type: none"> • letter, capital letter, • word, singular, plural • prefix, suffix • sentence, question • word classes : noun, adjective, verb • tenses: past, present, future • punctuation, full stop, question mark, exclamation mark