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**KEY TECHNICAL SKILLS FOR YEAR 1**

Capital letters and full stops

Letter formation and write on the line

Question marks

**Unity Community Primary School**

**Curriculum Progression in Writing - Year 1**

**2024-2025**

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|  | 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 | **Text type:** Fiction**Model text:** *The Three Little Pigs* (3 weeks)**Toolkit:** Punctuation, full stops, capital letters, adjectives.**Hot task:** Re-tell and write simple sentences from the story. Innovate the materials of the house.**Text Type:** Non-fiction**Model Text:** *Goldilocks and the three bear*s (2 weeks)**Tool Kit:** Imperative verbs, Punctuation, full stops, capital letters, adjectives.**Hot task:** Instructions of how to make soup**Text type:** Poem**Model text:** Freedom(1 week) Black History Month **Toolkit:** Understand the structure of poems. **Hot task:** Re-write innovated poem | **Text type:** Poem**Model text:** Autumn Fall (1 week) **Toolkit:** Understand the structure of poems. **Hot task:** Re-write**Text type:** Non-Fiction**Model text:** *Coming to England* (2 week) by Floella Benjamin**Toolkit:** Past tense, writing from another person’s perspective, punctuation, full stops, capital letters, adjectives. **Hot task:** Write a diary entry from the perception of Floella.**Text type:** Fiction**Model text:** Little Red Riding Hood (Rap) (3 weeks)**Toolkit:** Punctuation, full stops, capital letters, adjectives and rhyming words.  **Hot task:**  Perform and rewrite the rap | **Text Type:** Non-fiction**Model Text:** *Little Red Hen* (2 weeks)**Tool Kit:** Punctuation, full stops, capital letters, adjectives, **Hot task:** Descriptive paragraph about the Little Red Hen**Text Type:** Fiction**Model Text:** Little Red Hen (3 weeks)**Tool Kit:** Punctuation, full stops, capital letters, adjectives.**Hot task:** Innovative story **Hot task:** Performinnovated poem | **Text type:** Poem**Model text:** Red Round Ladybird (1 week)**Toolkit:** Understand the structure of poems and rhyming words. **Text Type:** Fiction**Model Text:** Red round ladybird fact file (2 week)**Tool Kit:** Punctuation, full stops, capital letters, adjectives.**Hot task:** Write facts about an insect. **Text type:** Non-Fiction**Model text:** *Where the wild things are***Toolkit:** Setting description, punctuation, full stops, capital letters, adjectives. **Hot task:** Write a setting description.  | **Text type:** Fiction**Model text:** *Avocado baby* (3 week)**Toolkit:** Punctuation, full stops, capital letters, adjectives.**Hot task:** Re-tell and re-write an innovated story. **Text type:** Non-fiction**Model text:** *The chocolate monster* (2 week)**Tool Kit:** Punctuation, full stops, capital letters, adjectives. **Hot task:** Descriptive paragraph about the chocolate monster.  | **Text type:** Fiction**Model text:** *Beegu* (3 weeks)**Toolkit:** Punctuation, full stops, capital letters, adjectives.**Hot task:** Re-tell and re-write the story and innovate the story. **Text type:** Non-Fiction**Model text:** *Alien Invasion* (recount – 2 weeks)**Toolkit:** Punctuation, full stops, capital letters, adjectives. **Hot task:** Innovate the Martin Mere trip to the field in a recount. **Text type:** Poem**Model text:** *Rainbow of Fruit Flavours* (1 week)**Toolkit:** Understand the structure of poems, rhyming words, senses. **Hot task:** Re-write innovated poem.  |

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| **National Curriculum – Writing**  |
| Spelling  | Handwriting  |
| Pupils should be taught to spell:* 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
* write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
 | * 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.
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| Composition | Vocabulary, Grammar and Punctuation  |
| Pupils should be taught to write sentences by:* 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.
 | Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:* leaving spaces between words
* joining words and joining clauses using *and*
* 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’
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| Terminology:* 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
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