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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. |
| 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’ | |
| 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 | |