



Shotton Hall Primary School

Working together to

SHINE

Successful, Happy, Inspired and Nurtured towards Excellence



Progression in Writing: Year 1

Genres	Text level progression	Sentence Level
<ul style="list-style-type: none"> ● Traditional Tales (Gingerbread Man or Three Little Pigs) ● Dilemma ● Explanation ● Persuasive ● Recount 	<p>Traditional Tales</p> <ul style="list-style-type: none"> ● Themes can include magic and skill, safe and dangerous, good and evil, weak and strong, rich and poor, wise and foolish etc. ● Include some of the most familiar characters of all folk tales e.g. hero, villain, trickster. ● Not all characters are human but may display human like behaviours. ● Setting and detail about when events took place are nearly always vague e.g. Once upon a time, a long time ago. ● Story has clear beginning, middle and end. <p>Dilemma</p> <ul style="list-style-type: none"> ● A strong, simple story structure which leads the character quickly to the dilemma and the rest of the story is about how this is dealt with. ● Characterisation is very important. The reader finds out a lot about the main character so they understand why the character feels the way they do. ● By the end of the story the dilemma is usually resolved. <p>Explanation</p>	<ul style="list-style-type: none"> ● How words can combine to make a sentence. ● Whether or not and how words can join sentences. ● Joining words and joining clauses using and.

	<ul style="list-style-type: none"> • Read captions, pictures and diagrams on wall displays and in simple books that explain a process. • Draw pictures to illustrate a process and use the picture to explain the process orally. <p>Persuasive</p> <ul style="list-style-type: none"> • Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. • Through games and role-play, begin to explore what it means to persuade or be persuaded and what different methods might be effective. <p>Recount</p> <ul style="list-style-type: none"> • Describe incidents from own experience in an audible voice using sequencing words and phrases such as, then and after that. Listen to others' recounts and ask relevant questions. • Read personal recounts and begin to recognise their generic structure e.g. ordered sequence of events, use of words like first, next, after and when. • Write simple first-person recounts linked to topics of interest/ study or to personal experience using the language of texts read as models for own writing maintaining consistency in tense and person 	
Word Level	Punctuation	Spelling
<ul style="list-style-type: none"> • Regular, plural noun suffixes ending in –s or –es. E.g. dog/dogs, wish/wishes. • Suffixes that can be added to verbs e.g. helping, helped, helper. • How the prefix un- changes the meaning of verbs and adjectives e.g. unkind, untie. 	<ul style="list-style-type: none"> • Separation of words with spaces. • Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Capital letters for names of people, places, days of the week and for the personal pronoun I. 	<ul style="list-style-type: none"> • Common exception words • High frequency words – the first 100 from Letters and Sounds • Compound words • Days of the week • Numbers to 20 • VC words

		<ul style="list-style-type: none"> • CVC words with short vowels • CVC words with long vowels • Words with adjacent consonants • Words with consonant digraphs and some vowel digraphs/trigraphs • Alternative spellings for vowel phonemes e.g. ai, ay, a-e • New consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel • Words ending in -y e.g. very, happy, funny • Words ending in ff, ll, ss, zz, and ck • The ng sound spelt n before k • Words ending in 'tch' • Plurals of nouns ending -s and -es to words • Verbs where no change is needed to the root word • Adding endings -ing, -ed, -er • Adjectives where no change is needed to the root word • Adding -er and -est • Words with the addition of the prefix -un
Handwriting	Plan, draft, evaluate and edit.	Terminology
<ul style="list-style-type: none"> • 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' (letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • Say aloud 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 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. 	<ul style="list-style-type: none"> • Word • Sentence • Letter • Capital letter • Full stop • Punctuation • Singular • Plural • Question mark • Exclamation mark