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|  |  |  | **Writing Skills Progression – Year 1** | | **Writing Skills Progression – Year 2** | |
| **Term** | **Topic** | **Text Types/ Linked Texts** | **NC Objectives** | **Focused skills and Components** | **NC Objectives** | **Focused skills and Components** |
| **Autumn 1** | Toys | **Stories**  **We’re going on a bear hunt**  **Dogger**  **Non-Fiction**  **Pumpkin Soup**  **Poem**  **What’s in the box** | **Spelling:** Simple phonetic words and common exception words.  **Composition:** Write sentences by saying out loud what they are going to write about.  **Composition:** Compose a sentence orally before writing it.  **VGP:** Leave spaces between words.  **VGP:** Begin to punctuate sentences using a capital letter and full stop.  **VGP:** Understand how words can combine to make sentences.  **Handwriting:** Begin to form lower-case letters in the correct direction, starting and finishing in the right place.  **Handwriting:** Write letters on the line.  **Handwriting:** Start to write letters of the same size. | * Write dictated sentences using capital letter and full stop with phonetically plausible spellings and some common exception words correct * Form letters correctly, sitting on the line. * Use finger spaces between words. * Spell words using phonic knowledge that they have. * Spell easier common exception words that they know correctly. (e.g. I, a, the, was, and, to, my, you). | **Spelling:** Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  **Spelling:** Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling.  **Spelling:** Learn to spell common exception words.  **VGP:** Sentences with different forms (statements and questions).  **VGP:** Learn how to use both familiar and new punctuation correctly, including full stops, capital letters and questions marks.  **Composition:** Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about; Writing down ideas and/or key words, including new vocab; Encapsulating what they want to say, sentence by sentence  **Handwriting:** Form lower-case letters of the correct size relative to one another.  **Handwriting:** Use spacing between words that reflects the size of letters.  *Recap from year 1: Understand what a sentence is, accurate sentence demarcation.* | * Use the sounds that they know to spell phonetic words and spell some correctly. * Write down all of the ways to represent a phoneme. * Spell many Year 1 common exception words correctly in their writing. * Learn Year 2 common exception words and use them in their writing. * Write a short sequence of sentences that are punctuated accurately with a capital letter and full stop. * Understand what a sentence is. * Understand what a statement and a question is. * Write statements and questions that are punctuated accurately. * Write small, medium and tall letters of the correct size. |
| **Autumn 2** | Toys | **Story**  **Traction Man**  **Poetry**  **T’was the Night before Xmas**  **\*Speaking and Listening – Christmas Nativity Production** | **Spelling:** Simple phonetic words and common exception words.  **Spelling:** Name the letters of the alphabet.  **Composition:** Write sentences by saying out loud what they are going to write about.  **Composition:** Compose a sentence orally before writing it.  **Composition:** Re-read what they have written to check that it makes sense  **VGP:** Joining words and joining clauses using ‘and’.  **VGP:** Teach about nouns and adjectives.  **Handwriting:** Form capital letters | * Orally construct a sentence and hold it in their head. * Write their own sentences with a capital letter and full stop, phonetically plausible spellings and some common exception words correct. * Write capital letters correctly. * Begin to orally construct and write sentences with ‘and’ to join clauses. * Start to write 2 sentences that are punctuated correctly. * Read work back to check it makes sense and to check for punctuation. | **Spelling:** Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  **Spelling:** Learning new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling.  **Spelling:** Learn to spell common exception words.  **VGP**: Sentences with different forms-commands.  **VGP:** Learn about nouns and adjectives.  **VGP:** Learn how to use sub-ordination (when, if, that, because) and co-ordination (or, and, but).  **Handwriting:** Start using some of the diagonal and horizontal strokes needed to join letters and understand, when which letters, when adjacent to one another are best left un-joined. | * Use sounds that they know to spell phonetic words and spell some correctly. * Write down all ways to represent a phoneme. * Spell many Year 1 common exception words correctly in their writing. * Learn Year 2 common exception words and use them in their writing. * Correctly spell words with –er and –est where a change is needed for the root word. * Understand what a command is. * Orally construct and write commands * Understand nouns, adjectives and verbs. * Write expanded noun phrases. * Understand use commas in lists in their writing. * Use joins to join letters. |
|  |  |  | **Writing Skills Progression – Year 1** | | **Writing Skills Progression – Year 2** | |
| **Term** | **Topic** | **Text Types/ Linked Texts** | **NC Objectives** | **Focused skills and Components** | **NC Objectives** | **Focused skills and Components** |
| **Spring 1** | London | **Story**  **Embarked – Film clip unit**  (Literacy shed +)  **Non-Fiction**  **Samuel Pepys – diary writing**  **Poem** | **Spelling:** Simple phonetic words and common exception words.  **Spelling:** Using –ing, -ed, -er, -est where no change is needed.  **VGP:** Teach about verbs.  **Composition:** Sequence sentences to form short narratives.  **Handwriting:** Understand which letters belong to which families (i.e. letters that are formed in similar ways) and practise these. | * Begin to sequence sentences that are accurately punctuated to form short pieces of writing. * Spell words that are phonetically plausible in their writing. * Spell an increasing number of common exception words in their writing. * Orally construct sentences using -ing, -ed, -er and -est suffixes * Spell words using ing, -ed, -er and -est suffixes. * Write some sentences using the taught suffixes. * Start to understand what a verb and an adjective is. | **Spelling:** Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  **Spelling:** Learning new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling.  **Spelling:** Learn to spell common exception words.  **Spelling:** Add suffixes –er and –est to adjectives where change is needed to the root word (also recap –ed and –ing)  **Spelling:** Words with contracted forms.  **VGP:** Apostrophes for contracted forms.  **VGP:** Learn about verbs.  **VGP:** Learn how to use the present and past tense correctly and consistently.  **VGP:** Commas for lists  **Handwriting:** Write capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters.  **Composition:** Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils; Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently; Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] | * Use the sounds that they know to spell phonetic words and spell some correctly. * Write down all of the ways to represent a phoneme. * Spell many Year 1 common exception words and some Year 2 common exception words. * Spell words with the contracted form and understand the purpose of the apostrophe. * Understand and identify the past and present tense. * Use conjunctions in sentences (when, if, that, because, or, and but, so). * Write capital letters of the correct size. |
| **Spring 2** | London | **Story**  **Paddington Bear**  **The Magic Finger**  **Non-Fiction**  **Paddington Bear Newspaper Report**  **Poem** | **Spelling:** Simple phonetic words and common exception words.  **Spelling:** adding –s or –es.  **Composition:** Sequence sentences to form short narratives.  **VGP:** Understand singular and plural.  **VGP:** Use a capital letter for the name of people, places, days of the week and I (Introduce this). | * Start to sequence sentences to form longer narratives that are accurately punctuated. * Spell words that are phonetically plausible in their writing. * Spell many common exception words in their writing. * Spell words by adding -s and -es. * Understand the terminology ‘singular’ and ‘plural’ in context. * Understand where a capital letter is needed in a sentence and begin to do this in their own writing. * Start to understand what a noun is. | **Spelling:** Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  **Spelling:** Learning new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling.  **Spelling:** Learn to spell common exception words.  **Spelling:** Learn how to spell compound words.  **Spelling:** Use –ly suffix to turn adjectives into adverbs.  **VGP:** Apostrophes to show possession.  **VGP:** Learn about adverbs.  **Composition:** Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils; Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently; Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly) | * Use the sounds that they know to spell phonetic words and spell some correctly. * Write down all of the ways to represent a phoneme. * Spell most Year 1 common exception words and many Year 2 common exception words. * Understand why the possessive apostrophe is used. * Start to use the possessive apostrophe in their writing. * Identify compound words. * Spell compound words correctly. * Understand and identify adverbs * Add –ly to words to create adverbs. * Start to use adverbs in writing. |
|  |  |  | **Writing Skills Progression – Year 1** | | **Writing Skills Progression – Year 2** | |
| **Term** | **Topic** | **Text Types/ Linked Texts** | **NC Objectives** | **Focused skills and components** | **NC Objectives** | **Focused skills and components** |
| **Summer 1** | The Great Outdoors | **Story**  **-The Magic Finger**  **-Fantastic Mr Fox**  **-Harry and the Bucketful of Dinosaurs**  **Non-Fiction**  **Poem**  **The King of all the Dinosaurs** | **Spelling:** Simple phonetic words and common exception words.  **Spelling:** Use the prefix –un.  **Composition:** Sequence sentences to form short narratives.  **Composition:** Re-read what they have said to check that it makes sense.  **VGP:** Begin to punctuate sentences using a question mark and exclamation mark. | * Spell words that are phonetically plausible in their writing and begin to spell more words correctly. * Spell many common exception words correctly in their writing. * Sequence sentences to form longer narratives, many of which punctuated accurately. * Orally construct sentences using the prefix ‘un’.   Write sentences using the prefix ‘un’.   * Understand what a question is. * Demonstrate the ability to ask questions. | **Spelling:** Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.  **Spelling:** Learning new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling.  **Spelling:** Learn to spell common exception words.  **Spelling:** Learn some homophones and near homophones. Distinguish between them  **VGP:** Sentences with different forms-exclamations.  **VGP:** Use exclamation marks correctly.  **Composition:** Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils; Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently; Proof-reading to check for errors in spelling, | * Use the sounds that they know to spell phonetic words and spell some correctly. * Write down all of the ways to represent a phoneme. * Spell many common exception words. * Understand homophones and near homophones. * Spell some homophones and near homophones and begin to use some in their writing. * Understand what an exclamation is. * Orally construct and then write exclamations. * Use an exclamation mark accurately. |
| **Summer 2** | The Great Outdoors | **Story**  **The Pirates Next Door**  **Non-Fiction**  **Poem**  **When I sing of Cornwall** | **Spelling:** Simple phonetic words and common exception words.  **Spelling:** Write the days of the week.  **Composition:** Sequence sentences to form short narratives.  **Spelling:** Simple phonetic words and common exception words.  **VGP:** Use a capital letter for a name of people, places, days of the week and I. | * Spell words that are phonetically plausible in their writing and begin to spell more words correctly. * Spell many common exception words correctly in their writing. * Sequence sentences to form longer narratives that are usually accurately punctuated. * Use capital letters correctly in their writing (for names, etc, not in the middle of sentences or words unless needed) * Spell days of the week correctly. * Read their writing back to check it makes sense and to check for punctuation/spelling. * Edit using purple pen?? | **Consolidate**: all learning across KS1 and practise using all skills and features within their writing.  **Year 3 objectives:** Start looking at writing in paragraphs and using inverted commas. | * Write for a variety of purposes. * Use punctuation accurately. * Spell common exception words accurately and make phonetically plausible attempts at other words. |
| **Ongoing during the year** |  |  | **Spelling:** Write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.  **Composition:** Discuss what they have written with a teacher or other pupils.  **Composition:** Read aloud their writing clearly enough to be heard by their peers and their teacher. | | **Develop positive attitudes towards and stamina for writing by:**  -writing narratives about personal experiences and those of others (real and fictional)  -writing about real events  -writing poetry  -writing for different purposes  **Consider what they are going to write before beginning by:**  -planning or saying out loud what they are going to write about  -writing down ideas and/or key words, including new vocabulary  -encapsulating what they want to say, sentence by sentence  **Make simple additions, revisions and corrections to their own writing by:**  -evaluating their writing with the teacher and other pupils  -re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form  proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]  **Read aloud what they have written with appropriate intonation to make the meaning clear.** | |

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| **Strand** | **Year 1 Objectives** | **Year 2 Objectives** |
| Spelling | Spell:  -Spell words containing each of the 40+ phonemes already taught  -Spell common exception words  -Spell the days of the week  Name the letters of the alphabet:  -Naming the letters of the alphabet in order  -Using letter names to distinguish between alternative spellings of the same sound  Add prefixes and suffixes:  -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 [for example, helping, helped, helper, eating, quicker, quickest]  Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. | Spell by:  -Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  -Learning new ways of spelling phonemes for which one or more spellings are already known, including a few common homophones  -Learning to spell common exception words  -Learning to spell more words with contracted forms  -Learning the possessive apostrophe (singular) [for example, the girl’s book]  -Distinguishing between homophones and near-homophones  -Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly |
| Vocabulary, Grammar and Punctuation | Leaving spaces between words  Joining words and joining clauses using and  Beginning to 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’  Learning the grammar for year 1 in English Appendix 2  Use the grammatical terminology in English Appendix 2 in discussing their writing. | Learning how to use both familiar and new punctuation correctly:  -Full stops and capital letters  -Exclamation marks and question marks  -Commas for lists  -Apostrophes for contracted forms and the possessive  Learn how to use:  -Sentences with different forms: statement, question, exclamation, command  -Expanded noun phrases to describe and specify [for example, the blue butterfly]  -The present and past tenses correctly and consistently including the progressive form  -Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  -The grammar for year 2 in English Appendix 2 |
| Composition | 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 | Develop positive attitudes towards and stamina for writing by:  -Writing narratives about personal experiences and those of others (real and fictional)  -Writing about real events  -Writing poetry  -Writing for different purposes  Consider what they are going to write before beginning by:  -Planning or saying out loud what they are going to write about  -Writing down ideas and/or key words, including new vocabulary  -Encapsulating what they want to say, sentence by sentence  Make simple additions, revisions and corrections to their own writing by:  -Evaluating their writing with the teacher and other pupils  -Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently  -Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]  Read aloud what they have written with appropriate intonation to make the meaning clear. |
| Handwriting | 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. | Form lower-case letters of the correct size relative to one another  Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  Use spacing between words that reflects the size of the letters. |