



Year 1 writing termly progression: Disciplinary knowledge

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Lost and Found	Nibbles the best book	The Lion Inside	The Curious Case of the Missing Mammoth	Toys in space	Goldilocks and just the one bear
Genre knowledge	<p>Fiction: Is able to write a story based on the structure of <i>Lost and Found</i></p> <p>Is able to retell stories and consider particular characteristics: language, settings, characters.</p> <p>Is able to sequence sentences to form short narratives.</p> <p>Is able to plan their own ideas for a story.</p> <p>Is able to write their own stories, with a beginning, middle and end (Fiction: narrative).</p> <p>Is able to write their own narrative, including descriptions of settings and characters.</p> <p>Is able to write their own sentences following a model.</p> <p>Is able to write a label.</p> <p>Is able to write a caption.</p> <p>Is able to write sentences containing factual information.</p>	<p>Recount: Is able to write a diary.</p> <p>Is able to sequence sentences to form short narratives.</p> <p>Within their recount and diary, is able to use sequencing words such as first, then, next.</p> <p>Is able to write a label.</p> <p>Is able to write a list.</p> <p>Is able to write a recount.</p>	<p>Fiction: story based on the structure of <i>The Lion Inside</i>.</p> <p>Is able to plan their own ideas for a story.</p> <p>Is able to write their own stories, with a beginning, middle and end (Fiction: narrative).</p> <p>Is able to sequence sentences to form short narratives.</p> <p>Is able to write a letter in the form of a short narrative.</p> <p>Is able to write factual sentences.</p>	<p>Fiction: story based on the structure of <i>The Curious Case of the Missing Mammoth</i>.</p> <p>Is able to plan their own ideas for a story.</p> <p>Within their story, is able to use sequencing words such as first, then, next.</p> <p>Is able to describe the setting of a story.</p> <p>Is able to write label.</p> <p>Is able to write their own sentences to match an image, applying further detail and sequencing words.</p> <p>Is able to write the verse of a poem, using a model.</p>	<p>Fiction: story based on the structure of <i>Toys in Space</i>.</p> <p>Able to plan their own fantasy story.</p> <p>Able to write their own fantasy story, sequencing sentences to form short narratives and include a beginning, middle and ending.</p> <p>Is able to write an invite.</p> <p>Is able to write a letter.</p> <p>Is able to write from a character's viewpoint.</p> <p>Is able to write in the third person about a character, what they can see, feel and hear.</p>	<p>Fiction: story based on the structure of <i>Goldilocks and just the one bear</i>.</p> <p>Able to apply understanding of a well-know text to re-write.</p> <p>Able to plan own stories, changing the main character.</p> <p>Able to write their own version of the story, changing the characters.</p> <p>Able to section into beginning, middle and end when writing own stories.</p> <p>Able to use phrases from story language.</p> <p>Applies description.</p> <p>Able to sequence and form own short narrative.</p> <p>To able to write their own poetry.</p> <p>Is able to write in the present tense.</p> <p>Non-fiction text: Able to write factual sentences and label an image.</p>
Cross-curricular elements)	Is able to write a non-chronological report , including the following features:	Narrative writing: Fiction: story based on the structure on 'The magic train ride'.	Is able to write a non-chronological report , including the following features:	Reading focus: Pleasure of reading week – activities to support/promote a love of reading. Reading	Able to write a letter containing the following features:	Is able to write a short poem . - Is able to include a title

	<ul style="list-style-type: none"> - a topic title that covers the whole subject. - Information is written in sections with subheadings. - facts and include factual language. - include pictures to support the text. - written in the third person. - written in the present tense. <p>Is able to create a leaflet, poster or fact sheet. (Non-fiction – class identity)</p> <p>-----</p> <p>Narrative writing: Fiction: Is able to write simple sentences linked to the class animal. (class animal)</p> <p>Is able to write simple sentences linked to the school rules. (school rules and colour monster)</p> <p>-----</p> <p>Is able to write a caption that describes a picture.</p> <p>----</p> <p>Is able to write a short poem. Is able to include a title. Is able to keep a rhyming pattern Is able to use interesting verbs and adjectives. Is able to use interesting vocabulary (Harvest/Autumn poems)</p>	<p>Is able to write, including a beginning, middle and end.</p> <p>Is able to write about a setting.</p> <p>Is able to talk about/ write about the characters.</p> <p>Is able to sequence sentences correctly to ensure they make sense.</p> <p>-----</p> <p>Is able to write a non-chronological report with the following features:</p> <ul style="list-style-type: none"> - Information that is written in sections with subheadings. - facts and factual language. - pictures to support the text. - written in the third person. - written in the present tense. <p>(simple information poster/fact file linked to the History theme).</p> <p>-----</p> <p>Able to write a letter containing the following features:</p> <ul style="list-style-type: none"> - The sender's address in the right-hand corner - A greeting to address the letter (Dear..) - Put 'From...' - A specific purpose – to complain. - Is in the first person <p>(write letters to Santa about elves behaviour)</p>	<ul style="list-style-type: none"> - a topic title that covers the whole subject. - Information is written in sections with subheadings. - facts and include factual language. - include pictures to support the text. - written in the third person. - written in the present tense. <p>Is able to create a leaflet, poster or fact sheet. (Non-fiction – linked to Geog: leaflet on the focus country)</p> <p>-----</p> <p>Is able to write a short poem. Is able to include a title. Is able to keep a rhyming pattern Is able to use interesting verbs and adjectives. Is able to use interesting vocabulary (Animal poems/riddles)</p> <p>----</p> <p>Narrative writing: Fiction: descriptive sentences based on 'The Mixed-up Chameleon'.</p> <p>Is able to write descriptive sentences.</p>	<p>scavenger hunt, making/writing own mini story books, designing own book covers.</p> <p>Focus on Sentence Train – building on knowledge so far and improving their sentences.</p>	<ul style="list-style-type: none"> - The sender's address in the right-hand corner - A greeting to address the letter (Dear..) - Put 'From...' - A specific purpose – to thank. - Is in the first person <p>(write letters to thank the Drill Hall)</p> <p>-----</p> <p>Is able to write instructions containing the following features:</p> <ul style="list-style-type: none"> - a title explains what the instructions are for - give clear simple steps. - include a list of things needed. - imperative verbs (bossy verbs) should be used to give instruction, at the start of each instruction. - the steps should be numbered and the next step should be started on a new line. - the steps should be in chronological order. <p>(linked to making pizza)</p>	<ul style="list-style-type: none"> - is able to keep a rhyming pattern - Is able to use interesting verbs and adjectives. - Is able to use interesting vocabulary - contains alliteration. <p>(writing tree poems using ambitious vocabulary).</p> <p>-----</p> <p>Is able to write a recount that contains the following features:</p> <ul style="list-style-type: none"> - A title that relates to the writing - Chronological order - Description of events - Writer's feelings and thoughts - sequencing words such as first, then, next to put sentences and events in order. <p>(Report/recount of castle trip)</p>
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<p>Spoken language knowledge</p> <p>(explicitly teach these parts, model)</p>	<p>Is able to make predictions on the basis of what has been learned so far.</p> <p>Is able to use pictures and simple sentences to share their own predictions.</p> <p>Is able to build vocabulary, discussing word meanings.</p> <p>Is able to participate in discussions about what has been read to them.</p> <p>Is able to compose sentences orally before writing them.</p>	<p>Is able to make predictions about what might happen.</p> <p>Is able to build vocabulary and participate in discussions.</p> <p>Is able to compose sentences orally before writing them.</p> <p>Is able to make inferences on the basis of what is being said or done.</p> <p>Is able to re-read their own work to check it makes sense.</p>	<p>Is able to re-read their own work to check it makes sense.</p>	<p>Able to share their ideas for their stories with a partner.</p> <p>To use spoken language speculating, imagining and exploring ideas.</p> <p>Asks relevant questions.</p> <p>Is able to re-read their own work to check it makes sense</p>	<p>Is able to make inferences and predictions about what has been read so far.</p> <p>Is able to build vocabulary, discussing word meanings and linking new meanings to known already known.</p> <p>Is able to share their ideas for their stories with a partner.</p> <p>When writing a plan, is able to participate in discussions and explaining their understanding of what is read.</p> <p>To discuss what they have written, re read and check it makes sense.</p>	<p>Participates in role play.</p> <p>Is able to retell stories and discuss their particular characteristics.</p> <p>Is able to build vocabulary.</p> <p>Able to re-read what they have written and check it makes sense.</p>
<p>Sentence knowledge</p>	<p>Uses finger spaces to separate words.</p> <p>Applies a capital letter, full stop and finger spaces to their sentences.</p> <p>Uses capital letters for names of people.</p> <p>Uses capital letters for pronoun 'I'.</p>	<p>Applies a capital letter, a full stop and finger spaces to their sentences.</p> <p>Punctuates sentences with a capital letter and a full stop.</p> <p>Uses capital letters for names of people.</p>	<p>Applies an exclamation mark to an exclamation sentence.</p> <p>Is able to write questions. Applies a question mark.</p> <p>Is able to write statements. Applies a full stop.</p>	<p>Applies a question mark to a question sentence.</p> <p>Applies an exclamation mark to an exclamation sentence.</p> <p>Applies full stops to statements.</p>	<p>Applies a question mark to a question sentence.</p> <p>Applies full stops to statements.</p>	<p>Applies capital letters for pronouns.</p> <p>Applies capital letters for names and places.</p> <p>Applies a question mark to a question sentence.</p> <p>Applies an exclamation mark to an exclamation sentence.</p> <p>Applies full stops to statements.</p>

Adjectives	Is able to use adjectives to write simple descriptive sentences. Able to use simple adjectives to describe a noun, i.e. Sunny Spain i.e. Sad monster. (adjective, noun)	Is able to use adjectives to write simple descriptive sentences. Able to use simple adjectives to use in a sentence. E.g. The hairy spider	Is able to use adjectives to describe a setting. Able to use simple adjectives families and (synonyms). Eg. Other words for big....huge/large.	Is able to use adjectives to write simple descriptive sentences. Able to use comparative adjectives. Eg. Larger, faster, smaller.	Is able to use adjectives to describe a character's appearance. Able to use more descriptive adjectives such as attractive, precious and fragile.	Is able to use adjectives to describe and write expanded noun phrases. Able to use adverbs such as friendly, loudly, quickly... to describe.
Nouns	Is able to use nouns in a sentence.	Is able to use nouns in a sentence.	Is able to use nouns in a sentence.	Is able to identify the nouns in a sentence.	Is able to use nouns in a sentence.	Is able to use expanded noun phrases when writing a description .
Verbs	Uses verbs in writing.	Uses verbs in writing. Applies past tense verbs.	Applies past tense verbs to their recount.	Applies past tense verbs within their diary entry.	Applies present tense verbs within their invite. Applies past tense verbs in their writing.	Applies past tense verbs in their writing, consistently. Is able to write in the present tense in their poem.
Spelling	Links sounds to letters , applying phonics and writing some common words.	Spells words containing phonemes already taught.	Spells words containing phonemes already taught.	Applies correct spellings of words.	Applies correct spellings of words.	Applies correct spellings of words.
Suffixes and prefixes		Uses plural noun suffixes -s and -es.	Adds suffixes where no change is needed to the root of the word, using -ed and -er Applies the prefix -un to words e.g. unhappy.	Adds suffixes where no change is needed to the root of the word, using -ed , -ing , -er and -est .	Adds suffixes where no change is needed to the root of the word, using -est and -er . Is able to apply the prefix -un to words to change the meaning of verbs and adjectives.	Uses the plural noun suffixes -s and -es . Adds suffixes where no change is needed to the root of the word e.g. -ed , -er , -ing , -est . Is able to apply the prefix -un to words to change the meaning of verbs and adjectives.
Conjunctions	Uses conjunction 'and' to join words.	Uses conjunctions 'and' and 'because' to join words.	Uses ' and ', ' but ' and ' because ' to join words and clauses	Uses ' and ', ' but ' and ' because ' to join words and clauses.	Applies ' and ', ' but ' and ' because ' to join words and clauses and ideas. Begins to use ' or ' to join sentences.	Applies ' and ', ' but ' and ' because ' to join words and clauses and ideas. Continues to use ' or '.

