



## Writing Progression Year 1/2

### Year One

#### By the end of term 1 ...

Pupils should be taught to:

- say out loud what they are going to write about
- compose a sentence orally before writing
- read their writing aloud, clearly enough to be heard by their peers and the teacher
- begin to write ordered sentences to create short narratives/non-fiction/poetry, often with prompts.
- use finger spaces, capital letters and full stops

#### By the end of term 2 ...

Pupils should be taught to:

- **see 'by the end of term 1'**
- sequence sentences to create short narrative and non-fiction texts
- use adjectives to describe
- use 'and' to link ideas and sentences
- write simple narratives structured into 3 parts
- maintain tense in writing

#### By the end of term 3 ...

Pupils should be taught to:

- **See 'by the end of term 2'**
- spell most common exception words and days of the week
- have an awareness of '!' and '?' marks
- use CL, finger spaces and full stops in sentences
- use some features of different text types
- make improvements to own work
- use capital letters for names, places, the days of the week and the personal pronoun 'I'

### Year Two

#### By the end of term 1 ...

Pupils should be taught to:

- form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher
- use co-ordinating conjunctions 'and' but' and 'so'
- use adjectives and expanded phrases

#### By the end of term 2...

Pupils should be taught to:

- **See 'by the end of term 1'**
- use adjectives and expanded phrases
- use some subordination (when / if / that / because)
- use commas for listing
- use the apostrophe for omission

#### By the end of term 3 ...

Pupils should have positive attitudes and stamina for writing, being taught to:

- **See 'by the end of term 2'**
- use the apostrophe for possession
- use synonyms and similes in writing for effective

#### Demarcating most sentences with:

- capital letters and full stops
- question marks and exclamation marks
- spelling many KS1 common exception words
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- using spacing between words that reflects the size of the letters
- identify and use the 4 types of sentences
- use a variety of conjunctions

At every stage and in relation to their level of composition, pupils should make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense
- proof-reading to check for errors in spelling, grammar and punctuation
- read aloud what they have written with appropriate intonation to make their meaning clear

## Year 1 and 2 Writing Journey (Cycle A)

Unit One	Unit Two	Unit Three	Unit Four
<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>	<b>Fiction</b>
<i>Familiar Setting</i>	<i>A Moral Tale</i>	<i>A Journey Tale</i>	<i>A Tale of Fear</i>
<p style="text-align: center;"><b><u>The Tiger Who Came to Tea</u></b></p> <p>Create a simple plan for writing and write a story based on a new visitor at home.</p> <p style="text-align: center;"><b>Intended outcomes - Year 1</b></p> <p>Write a three-part story using capital letters, fingers spaces and full stops.</p> <p style="text-align: center;"><b>Intended outcomes - Year 2</b></p> <p>Write a 3/ 4-part story using adjectives and expanded phrases to add detail.</p>	<p style="text-align: center;"><b><u>Paper Dolls</u></b></p> <p>Create a simple plan for writing and write a story about a treasure possession being broken/destroyed.</p> <p style="text-align: center;"><b>Intended outcomes - Year 1</b></p> <p>Write a three-part story using capital letters, fingers spaces and full stops.</p> <p style="text-align: center;"><b>Intended outcomes - Year 2</b></p> <p>Write a 3/ 4-part story, focussing on different sentence types. Use expanded phrases for detail.</p>	<p style="text-align: center;"><b><u>The Night Pirates</u></b></p> <p>Plan and write a journey story, using features from the text.</p> <p style="text-align: center;"><b>Intended outcomes - Year 1</b></p> <p>Write a 3-part story with clear sequence, focussing on nouns and proper nouns.</p> <p style="text-align: center;"><b>Intended outcomes - Year 2</b></p> <p>Write a 4-part story with a range of sentence types. Use expanded phrases for detail. Begin to use co-ordinating and subordinating conjunctions.</p>	<p style="text-align: center;"><b><u>Tad</u></b></p> <p>Plan/write a tale of fear, using features from the text.</p> <p style="text-align: center;"><b>Intended outcomes - Year 1</b></p> <p>Write a 3-part story with clear sequence. Enhance sentences using expanded phrases, ambitious word choices and different sentence types.</p> <p style="text-align: center;"><b>Intended outcomes - Year 2</b></p> <p>Write a 4-part story, using expanded phrases for detail. Begin to use co-ordinating and subordinating conjunctions. Vary sentence openers.</p>
<b>Non-Fiction</b>	<b>Non-Fiction</b>	<b>Non-Fiction</b>	<b>Non-Fiction</b>
<i>Invitation (Party planning)</i>	<i>Discussion</i>	<i>Information Leaflet</i>	<i>Non-Chronological Report</i>
<p>Create party invitations for an event at their home. Additional writing opportunities could include lists of items that are needed etc</p> <p style="text-align: center;"><b>Intended outcomes - Year 1</b></p> <p>Use features of genre to create a simple invitation, writing in the first person. Use conjunction 'and' in writing</p> <p style="text-align: center;"><b>Intended outcomes - Year 2</b></p> <p>Use features of genre to create an invitation, writing in the first person. Use proper nouns and co-ordinating conjunctions.</p>	<p style="text-align: center;">Why did the boy snip the paper dolls?</p> <p>Explore, through discussion, why the event occurred. Create a simple discussion/writing piece highlighting thoughts/ideas.</p> <p style="text-align: center;"><b>Intended outcomes - Year 1</b></p> <p>Use question and exclamation marks appropriately. Use personal pronoun 'I' to share thoughts.</p> <p style="text-align: center;"><b>Intended outcomes - Year 2</b></p> <p>Use a variety of different punctuation correctly, in different sentence types. Begin to use subordinating conjunctions – when, if, that, because</p>	<p style="text-align: center;"><i>The Perfect Pirate Guide</i></p> <p>Identify and use the language and structural features used in a leaflet.</p> <p style="text-align: center;"><b>Intended outcomes - Year 1</b></p> <p>Use simple features of genre to create a leaflet, experimenting with word choice. Use full stops, question and exclamation marks.</p> <p style="text-align: center;"><b>Intended outcomes - Year 2</b></p> <p>Use a range of punctuation correctly, in a range of sentence types. Expand and add detail, using new vocabulary including expanded noun phrases.</p>	<p style="text-align: center;">Frogs</p> <p>Write a report about frogs, using features of the type accurately.</p> <p style="text-align: center;"><b>Intended outcomes - Year 1</b></p> <p>Use headings and bullet points in report. Make word choices linked to topic. Use punctuation (.! ? CL) accurately.</p> <p style="text-align: center;"><b>Intended outcomes - Year 2</b></p> <p>Write a report in structured paragraphs, with the use of factual language and bullet-points to explain different aspects of the subject</p>
<b>Poetry</b>	<b>Poetry</b>	<b>Poetry</b>	<b>Poetry</b>
Free Verse Poetry	Acrostic and List Poems	Riddles	The Lost Words
<b>Poetry Shed Y1</b>	<b>Poetry Shed Y1</b>	<b>Poetry Shed Y1</b>	<b>Poetry Shed Y1</b>

## Year 1 and 2 Writing Journey (Cycle B)

Unit One	Unit Two	Unit Three	Unit Four
Fiction	Fiction	Fiction	Fiction
<i>Traditional Tale</i>	<i>A Meeting Tale</i>	<i>A Journey Tale</i>	<i>Tale of Fear</i>
<p><u><a href="#">The Gingerbread Man</a></u> Retell/write a simple story with predictable phrases. <b>Intended outcomes - Year 1</b> Write a 3-part story, focussing on the use of capital letters and full stops. <b>Intended outcomes - Year 2</b> To use time connectives to independently structure writing and begin to use some adjectives to add detail.</p>	<p><u><a href="#">The Way Back Home</a></u> Create a simple plan for writing and write a story about a meeting between two characters. <b>Intended outcomes - Year 1</b> Write a three-part story using capital letters, fingers spaces and full stops. <b>Intended outcomes - Year 2</b> Write a 3/ 4-part story, focussing on different sentence types. Use expanded phrases for detail.</p>	<p><u><a href="#">Grandad's Island</a></u> Plan and write a journey story, using features from the text. <b>Intended outcomes - Year 1</b> Write a 3-part story with clear sequence, focussing on nouns and proper nouns. <b>Intended outcomes - Year 2</b> Write a 4-part story with a range of sentence types. Use expanded phrases for detail. Begin to use co-ordinating and subordinating conjunctions.</p>	<p><u><a href="#">The Owl Who is Afraid of the Dark</a></u> Plan/write a tale of fear, using features from the text <b>Intended outcomes - Year 1</b> Write a 3-part story with clear sequence. Enhance sentences using expanded phrases, ambitious word choices and different sentence types. <b>Intended outcomes - Year 2</b> Write a 4-part story, using expanded phrases for detail. Begin to use co-ordinating and subordinating conjunctions. Vary sentence openers.</p>
Non-Fiction	Non-Fiction	Non-Fiction	Non-Fiction
<i>Instructions</i>	<i>Newspaper Report</i>	<i>Advertisements</i>	<i>Information Leaflet</i>
<p>How to make a gingerbread man. Write a clear set of instructions to make gingerbread men. <b>Intended outcomes - Year 1</b> To write a clear set of instructions including imperative verbs, commands and numbered points. <b>Intended outcomes - Year 2</b> To write a clear set of instructions including imperative verbs, commands and numbered points. Use commas for lists and apostrophes for contracted forms.</p>	<p>Create a simple newspaper report based on the meeting of the two characters. Use features of the genre. <b>Intended outcomes - Year 1</b> Write a simple report using simple sentences, punctuated with capital letters and full stops. Use some simple features of genre. <b>Intended outcomes - Year 2</b> Use past tense and third person to write a newspaper report, using features of a newspaper report.</p>	<p>Write an advert for a holiday destination for a desert island. Use features of genre to structure advert. <b>Intended outcomes - Year 1</b> Plan and write a holiday island advert. Use headings and title etc. Experiment with word choices linked to subject and sentence openers. <b>Intended outcomes - Year 2</b> Incorporate persuasive phrases to engage the reader. Use a wider range of conjunctions and add detail using expanded noun phrases.</p>	<p>Create an information leaflet based on frogs and their life-cycle. <b>Intended outcomes - Year 1</b> Focus on the structure of leaflets with headings, subheadings and captions. Use 'and' to join clauses and accurate punctuation. <b>Intended outcomes - Year 2</b> Identify and use the language and structural features used in a leaflet. Use a wider range of conjunctions and add detail using expanded noun phrases.</p>
Poetry	Poetry	Poetry	Poetry
Free Verse	Repeating Patterns	Shape and Dimante Poems	The Lost Words
<b>Poetry Shed Y2</b>	<b>Poetry Shed Y2</b>	<b>Poetry Shed Y2</b>	<b>Poetry Shed Y2</b>