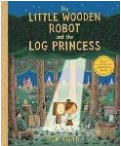

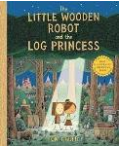




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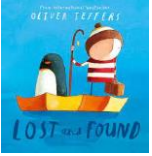
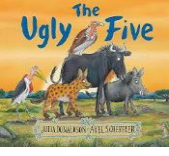

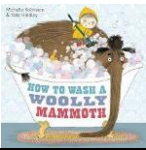
English Writing Progression Map – Year 1 – core texts, GPS skills, composition objectives and writing outcomes

English High Quality Texts and Writing Skills Map – Year 1

Autumn 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
Geography – Climate/ Weather Science – Seasonal changes	Transition text	The Wooden Robot and the Log Princess by Tom Gauld  Pumpkin Soup by Helen Cooper 	The Wooden Robot and the Log Princess by Tom Gauld 	Ferdie and the Falling Leaves by Julia Rawlinson 	Hibernation texts: Bear Snores On by Karma Wilson 	Regular PSHE texts to support transition and address worries. A wide variety of traditional fairy tales and high-quality dragon stories Non-fiction texts in CP areas eg, castles
Grammar Punctuation Spelling	EY revision Initial Code sounds. Segmenting and blending.	Sounds Write Initial Code Common exception words: The, go. Expanded noun phrase (adj – noun) Capital letters, full stops	Sounds Write Initial Code Common exception words: We, I, he, she. Simple sentences. Nouns and verbs. Capital letters, full stops	Sounds Write Initial Code Common exception words: Are, the Capital letters. Expanded noun phrase (adj – noun)	Sounds Write Initial Code Common exception words: some, with, one, they Capital letter, full stops. Join two clauses with conjunction 'and'.	
Composition	Organising writing on the page.	Instructions in a list. Simple sentences. Use adjectives to describe.	Simple sentences. Use adjectives to describe.	'Kenning-style' poetry. Perform aloud.	Instructions in a list. Begin to form simple compound sentences.	
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. Print lower case and capital letters, starting and finishing in the right place. Begin to use finger spaces confidently.					
Writing Outcome Genre	Captions	Instructions – a potion	Write a fairy tale	Poem/rhyme	Instructions – how to make a den	


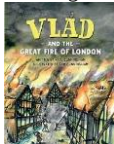

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English Writing Progression Map – Year 1 – core texts, GPS skills, composition objectives and writing outcomes

Autumn 2	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads	
History – Florence Nightingale Science - Animals	Remembrance project: Peace Lily by Hilary Robinson 	Lost and Found by Oliver Jeffers 	The Ugly Five by Julia Donaldson 	ICT with Mr P – animal interview 	How to Wash a Woolly Mammoth by Michelle Robinson 	A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and to read for pleasure.	
Grammar Punctuation Spelling	Sounds Write Initial Code Conjunction 'and' Begin to form simple compound sentences. Capital letters, full stops	Sounds Write Initial Code/Extended Code Common exception words: He, has, his, are, our, if, you Capital letter, full stops. Conjunction 'and'. Expanded noun phrase (adj – noun) Begin to form simple compound sentences. Capital letters, full stops	Sounds Write Initial Code/Extended Code Question words: Who, have Common exception words: I, my, you Capital letters. Question mark	Sounds Write Initial Code/Extended Code Question words: Who, have Common exception words: I, my, you Capital letters. Question mark	Sounds Write Initial Code/Extended Code Practise common exception words. Capital letter, full stops. Conjunction 'and'. Expanded noun phrase (adj – noun) Begin to form simple compound sentences. Capital letters, full stops		
Composition	Instructions in a list. Begin to form simple compound sentences.	Add details with description/vocab choices. Begin to form simple compound sentences.	Add details with description/vocab choices. Use question format and punctuation	Use question format and punctuation. Use features of a different text/presentation style.	Instructions in a list. Add details with description/vocab choices. Begin to form simple compound sentences.		
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. Print lower case and capital letters, starting and finishing in the right place. Begin to use finger spaces confidently.						
Writing Outcome Genre	Instructions – how look after an injured teddy	Missing poster/letter	Poem/rhyme	Interview	Instructions		

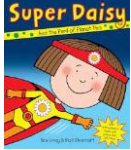



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English Writing Progression Map – Year 1 – core texts, GPS skills, composition objectives and writing outcomes

Spring 1	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
History – Great Fire of London Science - Plants	The Queen's Hat by Steve Antony 	Visitor: Freshwater Theatre – Great Fire of London workshop Vlad and the Great Fire of London by Kate Cunningham 	Toby and the Great Fire of London by Margaret Nash 			A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and to read for pleasure.
Grammar Punctuation Spelling	Sounds Write Initial Code/Extended Code Common exception words: By, today, I Proper noun capital letter Simple compound sentences using 'and' Capital letters, full stops	Sounds Write Initial Code/Extended Code Pronoun – I. Proper noun capital letter Simple compound sentences using 'and' Capital letters, full stops	Sounds Write Initial Code/Extended Code Question words Question mark Capital letters, full stops			
Composition	Write simple compound sentences. Add details with description/vocab choices. Re-read writing to check it makes sense.	Write simple compound sentences. Add details with description/vocab choices. Re-read writing to check it makes sense.	Use question format and punctuation Write simple compound sentences. Add details with description/vocab choices.			
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. Print lower case and capital letters more confidently, starting and finishing in the right place. Use finger spaces confidently.					
Writing Outcome Genre	Recount	Diary entry	Tom the baker - Interview	Letter		

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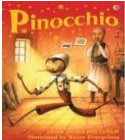
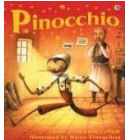
English Writing Progression Map – Year 1 – core texts, GPS skills, composition objectives and writing outcomes

	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
<p>Spring 2</p> <p>Geography – London</p> <p>Science – Everyday materials</p>	<p>WORLD BOOK DAY TEXT</p> <p>2 weeks</p> 	<p>Super Daisy by Kes Gray and Nick Sharratt</p> 	<p>Charlie's Superhero Underpants by Paul Bright</p>  <p>Eliot Jones Midnight Superhero by Anne Cottringen</p> 	<p>Spider Sandwiches by Claire Freedman</p> 		<p>A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and to read for pleasure.</p>
<p>Grammar</p> <p>Punctuation</p> <p>Spelling</p>	<p>Sounds Write Initial Code/Extended Code</p> <p>Revision of GPS as appropriate</p>	<p>Sounds Write Initial Code/Extended Code</p> <p>Common exception words: What, do, where, your, why, how</p> <p>Capital letters, full stops, question mark, exclamation mark. Simple compound sentences using 'and'</p>	<p>Sounds Write Initial Code/Extended Code</p> <p>Revision of common exception words.</p> <p>Expanded noun phrase (adj – noun) Verbs.</p> <p>Capital letters, full stops, exclamation mark.</p> <p>Simple compound sentences using 'and'</p>	<p>Sounds Write Initial Code/Extended Code</p> <p>Common exception words: Put, some, the</p> <p>Imperative verbs.</p> <p>Singular/plural -s -es</p> <p>Simple compound sentences using 'and'</p> <p>Capital letters, full stops</p>		
<p>Composition</p>	<p>Write simple compound sentences for narrative or non-fiction. Re-read writing to check it makes sense.</p>	<p>Simple compound sentences. Add details with description/vocab choices. Re-read writing to check it makes sense.</p>	<p>Simple compound sentences. Add details with description/vocab choices. Re-read writing to check it makes sense. Perform aloud.</p>	<p>Instructions using imperative verbs.</p> <p>Simple compound sentences. Re-read writing to check it makes sense.</p>		



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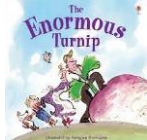

English Writing Progression Map – Year 1 – core texts, GPS skills, composition objectives and writing outcomes

Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. Print lower case and capital letters more confidently, starting and finishing in the right place. Use finger spaces confidently.					
Writing Outcome Genre		Character Description	Kenning Poem	Recipe		
Summer 1 History – Queen Elizabeth II Science – Plants	Text/Stimulus Pinocchio (Usborne) 	Text/Stimulus Pinocchio (Usborne) 	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and to read for pleasure.
Grammar Punctuation Spelling	Sounds Write Initial Code/Extended Code Common exception words: You, will some, of Imperative verbs. Singular/regular plural -s -es Capital letters, full stops	Sounds Write Initial Code/Extended Code Common exception words: One, there, was, my, where, ask, you -ed suffix un- prefix Simple compound sentences using 'and' Capital letters, full stops				
Composition	Instructions using imperative verbs. Simple compound sentences. Re-read writing to check it makes sense.	Simple compound sentences. Add details with description/vocab choices. Re-read writing to check it makes sense.				
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. Print lower case and capital letters more confidently, starting and finishing in the right place. Use finger spaces confidently. Understand letters in handwriting families (eg, ascenders/descenders).					
Writing Outcome Genre	Instructions – how to make a puppet	Recount				



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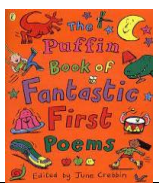
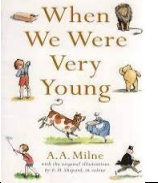
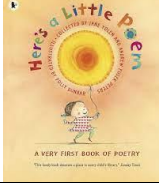
English Writing Progression Map – Year 1 – core texts, GPS skills, composition objectives and writing outcomes

Summer 2	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Text/Stimulus	Suggested class reads
Geography- The UK Science – Animals, including humans	Unplugged by Steve Antony 	Jack and the Beanstalk The Enormous Turnip Three Billy Goats Gruff 	Bee and Me by Alison Jay 	Transition text – July and September Year 2		A wide variety of texts (fiction, non-fiction and poetry) to support vocabulary acquisition and knowledge and to read for pleasure.
Grammar Punctuation Spelling	Sounds Write Initial Code/Extended Code Common exception words: Come, do, school, so, you, our, friend Capital letters, full stops, exclamation mark. Simple compound sentences using 'and'	Sounds Write Initial Code/Extended Code Common exception words: Once, one, he, there, were, some, was Conjunction – and -er, -est, -ed Simple compound sentences using 'and' Capital letters, full stops	Sounds Write Initial Code/Extended Code Common exception words: Where, are, have Conjunction – and -er, -est, -ed Simple compound sentences using 'and' Capital letters, full stops, question mark, exclamation marks			
Composition	Simple compound sentences. Add details with description/vocab choices. Re-read writing to check it makes sense.	Simple compound sentences. Add details with description/vocab choices. Re-read writing to check it makes sense. Capital letters, full stops, exclamation mark.	Write simple compound sentences for non-fiction. Use features of a different text/presentation style. Re-read writing to check it makes sense. Capital letters, full stops, exclamation mark.			
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly. Print lower case and capital letters more confidently, starting and finishing in the right place. Use finger spaces confidently. Understand letters in handwriting families (eg, ascenders/descenders).					
Writing Outcome Genre	Letter	Recount	Fact File			



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English Writing Progression Map – Year 1 – core texts, GPS skills, composition objectives and writing outcomes

Poetry Spine				Rhyme/poem of the week from: The Puffin Book of Fantastic Poems, When we Were Very Young by A.A Milne, Here's a Little Poem.
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Yellow	Narrative / Fiction writing
Purple	Non-fiction writing
Orange	Poetry