

Year 1												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts <i>Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</i>	Oi Frog! (fiction/poetry)	Weather (non-fiction)	Three Little Pigs (fiction)	What I like! Gervase Phinn (poetry)	The Naughty Bus – journey (fiction)	Zim Zam Zoom (poetry)	Boa’s Bad Birthday (fiction)	Hidden World Ocean (non-fiction)	Daisy Doodles (fiction)	Knights (non-fiction)	Could a Penguin Ride a Bike? (non-fiction)	Don’t Spill the Milk! (fiction)
Links to Wider Curriculum	Geography – weather Science - materials				Science – humans and animals				History – castles			
Independent Purposeful Writing Outcomes	Write an information page about the weather.		Recount the story of The Three Little pigs. Write a poem about one of the senses.		Write a story about the adventures of a favourite toy. Perform/write their own poem.		Write own birthday story. Contribute pages to a class lift the flap book.		Write a story about a real and imaginary world. To write an information piece about castles.		Write a page about an animal or object. Journey story with a twist at the end.	
Strategic End Points	Introduction to rhyme within a basic story arc. Re-introduce full stops and capital letters. Children introduced to a question. Oral composition of sentence modelled.	Introduction to non-fiction text type: what are facts? Continue development of oral composition and structuring sentences. Children will use ‘and’ within a sentence.	Understanding more complex narrative plot – beginning, middle and end. Capital letters for proper nouns introduced – including formation. Focus on orally retelling whole story.	By Christmas, the children will independently used finger spaces between words. Read aloud their writing clearly enough to be heard by peers and teacher.	The children will be able to sequence at least three single clause sentences. Children to reread what they have written for errors. Children exposed to more opportunities to use full stops and capital letters.	Further awareness of what a poem is – effects of different types of poetry. Developing understanding of rhyme – Pirate Pete. Understanding verbs.	Children can write more sentences, sequenced in an appropriate way. Children become more confident with composing sentences orally and ensuring they reread to check that it makes sense. Develop capital letters for proper nouns and the pronoun ‘I’ is introduced. Use ‘but’ and ‘or’ to link single clause sentences.	Developing understanding of non-fiction text. More complex sentence starters for simple sentences. Exposure to more complex vocabulary. Children more independent with their use of ‘and’ to join two clauses.	Complex narrative between real and imaginary world. Story with sequencing sentences is far more complex. More independent use of ‘and’. Introduction of adjectives. Introduction of alliteration. Introduction of direct speech using speech bubbles – guided.	Introduction to non-fiction writing with exposure to different non-fiction features – headings, sub-heading, images, labels and captions. Independent use of ‘and’. Children should be able to use full stops and capital letters to start sentences and for proper nouns with increasing accuracy – eg. not just putting capital letters in the middle of words and not just using full stops at the end of a line.	Develop positive attitudes towards stamina for writing by writing about personal experience and those of others. Sequence sentences to form short narratives. Understand how to use a question mark independently.	Different type of narrative plot with a twist at the end. Understand how to use an exclamation mark independently. More confidence, sequencing sentences with precision. Independent use of capital letters for proper nouns.
Termly End Points	By the end of the Autumn Term, the children in Year 1 will have experienced and have some understanding of a range of genres. They will have more confident in vocalising what they want to write which will help them to form sentences. They will be able to use				By the end of the Spring Term, the children will have built on their understanding of different text types and will become more independent writers, with more stamina and positivity. They will show an improvement in their ability to orally rehearse sentences,				By the end of the Summer Term, the children will have been exposed to a range of genres and will be more competent writers who will be able to write narratives with more complex plot lines and ranging non-fiction texts. The children will be able to use basic punctuation			

	fingers spaces and show a growing understanding of basic punctuation for single clause sentences.	as well as rereading their own work for errors. The children will understand what a verb is. The children will be able to extend sentences using 'and' orally and in most of their independent writing.						independently – full stops, capital letters for proper nouns and the 'I' pronoun, question marks and exclamation marks – and join some sentences with the 'and' conjunction.				
Grammar and punctuation	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (1)</p> <p>Leave spaces between words. (1)</p> <p>Joining words and joining clauses using <i>and</i>. (1)</p> <p>Understanding how words can combine to make sentences. (1).</p>	<p>Leave spaces between words. (2)</p> <p>Joining words to make sentences (2) and joining words and clauses/sentences using <i>and</i>. (2)</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (2)</p>	<p>Leave spaces between words. (3)</p> <p>Combining words to make sentences. (3)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (3)</p> <p>Using a capital letter for names of people. (1)</p>	<p>Leave spaces between words. (4)</p>	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (4)</p> <p>Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. (2)</p> <p>Sequence sentences. (1)</p>	<p>Leave spaces between words. (5)</p> <p>Learning how words can combine to make sentences. (4)</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (5)</p> <p>Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. (3)</p>	<p>Understand how words can combine to make sentences. (5)</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (6)</p> <p>Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. (4)</p> <p>Understanding separation of words with spaces. (6)</p> <p>Sequence sentences. (2)</p>	<p>Leave spaces between words. (7)</p> <p>Joining words to make sentences (6) and joining words and clauses/sentences using <i>and</i>. (3)</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (7)</p>	<p>Leave spaces between words. (8)</p> <p>Joining words and joining clauses using 'and'. (4)</p> <p>Understanding how words can combine to make sentences. (7)</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (8)</p> <p>Sequence sentences. (3)</p>	<p>Leave spaces between words. (9)</p> <p>Begin to punctuate sentences using a capital letter and a full stop or question mark. (9)</p> <p>Sequence sentences. (4)</p>	<p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. (10)</p> <p>Using a capital letter for names of people, places, days of the week and the personal pronoun 'I'. (5)</p>	<p>Begin to punctuate simple sentences using a capital letter and a full stop or exclamation mark. (11)</p> <p>Sequence sentences. (5)</p> <p>Using a capital letter for names of people, places, days of the week and the personal pronoun 'I'. (6)</p>
Spelling	<i>No Nonsense Spelling Programme</i>											
Handwriting	Pupils will follow the Letter-join scheme of work for their year group.											