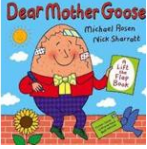
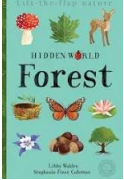
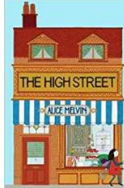
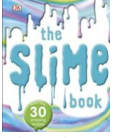
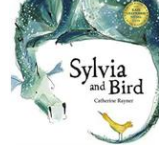
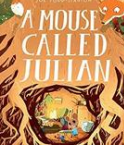
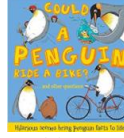


Writing Progression KS1

Year 1 and 2												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of core text	 Dear Mother Goose	 Hidden Worlds - Forest	 The High Street	 Zim, Zam, Zoom	 Red Riding Hood	 The Slime Book	 Amelia Earhart	 Sylvia and Bird	 A Mouse Called Julian	 Could a Penguin Ride a Bike?	 Mrs Armitage and the Big Wave	 My First Book of the Sea
Text form	Fiction - Letters	Non-Fiction	Fiction	Poetry	Fiction-Traditional Tales	Non-Fiction-Instructions	Non-Fiction - Biography	Fiction	Fiction	Non-Fiction	Fiction	Poetry
Independent purposeful writing outcomes	To write a letter in reply to a problem raised by a nursery rhyme character (Y1); to write a letter to Mother Goose with a problem and a reply in response(Y2).	To contribute sentences / pages to a class lift-the-flap book about animals or plants of a particular environment/ habitat, e.g. rainforest, pond, local area	To write own reverse cumulative story about the local shops for other children to read.	To perform some poems as part of the class/group for an audience, • to write their own Kenning poem based on a model from the text.	To rewrite the story of Little Red Riding Hood changing the venue to a place of their choice and/or using different everyday items to scare the wolf	To write instructions for a new slime recipe.	To write a biography of a famous person.	To write a similar story of an unusual friendship.	To write a version of the story with different animals in a different setting.	To write own pages for the book about an animal or object of their choice (questions and answers).	To write a funny story with a cumulative structure.	To write a poem about a sea creature you have learnt about. 2. Write a poem about something you like or enjoy doing linked to the sea.
Key Writing objectives, including grammar and punctuation New knowledge	Punctuating sentences using full stops and question marks exclamation marks Using capital letters for names and personal pronoun I Using and to join	Using 'and' to link single-clause sentences (coordination) (Y1, Y2 revision) Expanded noun phrases (Y2) Subordination , using 'so' (Y2) Simple adverbials of 'where'	Expanded noun phrases Present/past tense Possessive apostrophe Commas in a list Sequenced narrative punctuated with capital letter, full stop or	Sentences: composing orally Performing poetry	Sentence types: statements, commands, questions, exclamation s Punctuating sentences using capital letters, full stops, question marks and exclamation	Sentence types: statements and commands Co-ordination and subordination Expanded noun phrases Verbs	Subordination (when/as) Past and present tense	Punctuating sentences using capital letters and full stops. Expanded noun phrases Coordination (and/but)	Coordination and/but Past tense Verbs	Statements Questions Coordination and subordination Punctuating sentences using full stops and question marks.	Expanded noun phrases (to create humour) Link events with subordinating and co-ordinating conjunctions Past progressive verb form	Adjectives and expanded noun phrases Exclamation marks Alliteration Rhyme and rhythm Refrains and repeating pattern Similes

	sentences Using the subordinating conjunction when (Y2)		exclamation mark		marks Expanded noun phrases Choosing verbs to add precise details for the reader Past tense							
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