



## Shotton Hall Primary School

Working together to

**SHINE**

**Successful, Happy, Inspired and Nurtured towards Excellence**



### Progression in Writing: Year 1

Genres	Text level progression	Sentence Level
<ul style="list-style-type: none"> <li>• Traditional Tales (Gingerbread Man or Three Little Pigs)</li> <li>• Dilemma</li> <li>• Explanation</li> <li>• Persuasive</li> <li>• Recount</li> </ul>	<p><b>Traditional Tales</b></p> <ul style="list-style-type: none"> <li>• Themes can include magic and skill, safe and dangerous, good and evil, weak and strong, rich and poor, wise and foolish etc.</li> <li>• Include some of the most familiar characters of all folk tales e.g. hero, villain, trickster.</li> <li>• Not all characters are human but may display human like behaviours.</li> <li>• Setting and detail about when events took place are nearly always vague e.g. Once upon a time, a long time ago.</li> <li>• Story has clear beginning, middle and end.</li> </ul> <p><b>Dilemma</b></p> <ul style="list-style-type: none"> <li>• A strong, simple story structure which leads the character quickly to the dilemma and the rest of the story is about how this is dealt with.</li> <li>• Characterisation is very important. The reader finds out a lot about the main character so they understand why the character feels the way they do.</li> <li>• By the end of the story the dilemma is usually resolved.</li> </ul> <p><b>Explanation</b></p>	<ul style="list-style-type: none"> <li>• How words can combine to make a sentence.</li> <li>• Whether or not and how words can join sentences.</li> <li>• Joining words and joining clauses using and.</li> </ul>

	<ul style="list-style-type: none"> <li>• Read captions, pictures and diagrams on wall displays and in simple books that explain a process.</li> <li>• Draw pictures to illustrate a process and use the picture to explain the process orally.</li> </ul> <p><b>Persuasive</b></p> <ul style="list-style-type: none"> <li>• Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it.</li> <li>• Through games and role-play, begin to explore what it means to persuade or be persuaded and what different methods might be effective.</li> </ul> <p><b>Recount</b></p> <ul style="list-style-type: none"> <li>• Describe incidents from own experience in an audible voice using sequencing words and phrases such as, then and after that. Listen to others' recounts and ask relevant questions.</li> <li>• Read personal recounts and begin to recognise their generic structure e.g. ordered sequence of events, use of words like first, next, after and when.</li> <li>• Write simple first-person recounts linked to topics of interest/ study or to personal experience using the language of texts read as models for own writing maintaining consistency in tense and person</li> </ul>	
<b>Word Level</b>	<b>Punctuation</b>	<b>Spelling</b>
<ul style="list-style-type: none"> <li>• Regular, plural noun suffixes ending in –s or –es. E.g. dog/dogs, wish/wishes.</li> <li>• Suffixes that can be added to verbs e.g. helping, helped, helper.</li> <li>• How the prefix un- changes the meaning of verbs and adjectives e.g. unkind, untie.</li> </ul>	<ul style="list-style-type: none"> <li>• Separation of words with spaces.</li> <li>• Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Capital letters for names of people, places, days of the week and for the personal pronoun I.</li> </ul>	<ul style="list-style-type: none"> <li>• Common exception words</li> <li>• High frequency words – the first 100 from Letters and Sounds</li> <li>• Compound words</li> <li>• Days of the week</li> <li>• Numbers to 20</li> <li>• VC words</li> </ul>

		<ul style="list-style-type: none"> <li>● CVC words with short vowels</li> <li>● CVC words with long vowels</li> <li>● Words with adjacent consonants</li> <li>● Words with consonant digraphs and some vowel digraphs/trigraphs</li> <li>● Alternative spellings for vowel phonemes e.g. ai, ay, a-e</li> <li>● New consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel</li> <li>● Words ending in -y e.g. very, happy, funny</li> <li>● Words ending in ff, ll, ss, zz, and ck</li> <li>● The ng sound spelt n before k</li> <li>● Words ending in 'tch'</li> <li>● Plurals of nouns ending -s and -es to words</li> <li>● Verbs where no change is needed to the root word</li> <li>● Adding endings -ing, -ed, -er</li> <li>● Adjectives where no change is needed to the root word</li> <li>● Adding -er and -est</li> <li>● Words with the addition of the prefix -un</li> </ul>
<b>Handwriting</b>	<b>Plan, draft, evaluate and edit.</b>	<b>Terminology</b>
<ul style="list-style-type: none"> <li>● Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>● Begin to form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>● Form capital letters.</li> <li>● Form digits 0 – 9.</li> <li>● Understand which letters belong to which handwriting 'families' (letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>● Say aloud what they are going to write about.</li> <li>● Composing a sentence orally before writing it.</li> <li>● Sequencing sentences to form short narratives.</li> <li>● Re-reading what they have written to check it makes sense.</li> <li>● Discuss what they have written with the teacher or other pupils.</li> <li>● Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>● Word</li> <li>● Sentence</li> <li>● Letter</li> <li>● Capital letter</li> <li>● Full stop</li> <li>● Punctuation</li> <li>● Singular</li> <li>● Plural</li> <li>● Question mark</li> <li>● Exclamation mark</li> </ul>