


Year 1 Writing Progression

Range of writing	<ul style="list-style-type: none"> • Fiction: narratives, traditional tales, stories with repetitive patterns • Non-fiction: recounts based on own experience • Poetry: poems on a theme, traditional rhymes 						
	Key Learning	Autumn Term		Spring Term		Summer Term	
		Four (Revision plus Y1 NC requirements)	5a	5 a (Mastery plus Y1 NC requirements)	5b	5c	5c
Spelling	All validated SSPs will teach the requirements of the Year 1 National Curriculum for spelling.						
Handwriting	Follow the progression of your Handwriting Programme to ensure pupils have sufficient practice to master the Y1 handwriting objectives.						
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> • Say, and hold in memory whilst writing, single clause sentences which make sense. • Write single clause sentences that can be read by themselves and others. 	<ul style="list-style-type: none"> • Repeat a single clause sentence modelled e.g. spoken by an adult. Replicate in writing so that it can be read by themselves and others. 	<ul style="list-style-type: none"> • Say and hold in memory whilst writing, sentences that can be read by themselves and others. 	<ul style="list-style-type: none"> • Say, and hold in memory whilst writing, sentences that can be read by themselves and others, including those with the joining word 'and'. 			
	<ul style="list-style-type: none"> • Separate words with spaces. 	<ul style="list-style-type: none"> • With adult prompting, separate words with spaces, e.g. <i>using a finger or lollipop stick as a spacer.</i> • Separate words with spaces. 	<ul style="list-style-type: none"> • Separate words with spaces of a roughly consistent size. 	<ul style="list-style-type: none"> • Separate words with paces of a roughly consistent size. 			
	<ul style="list-style-type: none"> • Use punctuation to demarcate single clause sentences (capital letters and full stops). 	<ul style="list-style-type: none"> • Use full stops to demarcate single clause sentences. 	<ul style="list-style-type: none"> • Use capital letters and full stops to demarcate simple sentences. 	<ul style="list-style-type: none"> • Use capital letters and full stops to demarcate single clause sentences in independent writing. 			
	<ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week. • Use capital letter for the personal pronoun I. 	<ul style="list-style-type: none"> • Recognise and write from memory capital letters. • Use capital letter for the personal pronoun I. 	<ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week. 	<ul style="list-style-type: none"> • Use capital letters for names of people, places, days of the week and the personal pronoun I. 			
	<ul style="list-style-type: none"> • Identify and use question marks and exclamation marks. 	<ul style="list-style-type: none"> • Identify and use question marks. 	<ul style="list-style-type: none"> • Identify and use exclamation marks. 	<ul style="list-style-type: none"> • Identify and use question marks and exclamation marks in independent writing. 			
	<ul style="list-style-type: none"> • Use the joining word and to link words and clauses. 	<ul style="list-style-type: none"> • Use the joining word and to link words in sentences, e.g. Henry had a duck and a dog. Penguins can slip and slide. 	<ul style="list-style-type: none"> • Use the joining word and to link clauses, e.g. <i>They all pulled the turnip and it came out of the ground. Peel the banana and slice it into pieces.</i> 	<ul style="list-style-type: none"> • Use the joining word and to link words and clauses in independent writing. 			
	<ul style="list-style-type: none"> • Extend range of joining words to link words and clauses using but and or. 		<ul style="list-style-type: none"> • Use the joining word but to link words e.g. <i>I have two sisters but no brothers.</i> and clauses e.g. <i>Cinderella wanted to go to the ball but she didn't have a dress.</i> 	<ul style="list-style-type: none"> • Use the joining word or to link words e.g. <i>I could sleep in the tent or the caravan,</i> and clauses e.g. <i>The Little Robot could stay in the forest or he could ride on the train.</i> 			
Composition: Planning	<ul style="list-style-type: none"> • Orally plan and rehearse ideas. • Sequence ideas and events in narrative. • Use familiar plots for structuring the opening, middle and end of their stories. 	<ul style="list-style-type: none"> • Sequence ideas and events in narrative e.g. creating a story map and using it to orally rehearse ideas. 	<ul style="list-style-type: none"> • Use familiar plots for structuring the opening, middle and end of their stories, e.g. <i>innovating on a known story and orally rehearse.</i> 	<ul style="list-style-type: none"> • Orally plan and sequence ideas in narrative, e.g. with adult support, create a story using small world props or pictures and orally rehearse. • Orally rehearse ideas linked to non-fiction, e.g. pass a 'microphone' around the group, into which each child can speak their sentence. 			
	<ul style="list-style-type: none"> • Sequence ideas and events in non-fiction. 	<ul style="list-style-type: none"> • Sequence events in non-fiction recounts e.g. use pictures and props to create a simple timeline, adding sequencing vocabulary such as 'first', 'next', 'after that' and 'finally'. Use these to orally rehearse. 	<ul style="list-style-type: none"> • Sequence ideas and events in different non-fiction texts e.g. <i>decide on information or events to put on each page in a simple non-fiction book.</i> 				
Composition: Drafting & Writing	<ul style="list-style-type: none"> • Orally compose every sentence before writing. 	<ul style="list-style-type: none"> • Orally compose every sentence before writing, including multi-clause sentences using the joining word 'and'. 	<ul style="list-style-type: none"> • Orally compose every sentence before writing, e.g. <i>say the sentence three times to fix it in working memory.</i> 				
	<ul style="list-style-type: none"> • Re-read every sentence to check it makes sense. 	<ul style="list-style-type: none"> • With adult support, re-read every sentence to check it makes sense. 	<ul style="list-style-type: none"> • Independently re-read every sentence to check it makes sense. 	<ul style="list-style-type: none"> • Independently re-read every sentence to check it makes sense but focusing particularly on those which use joining words. 			
	<ul style="list-style-type: none"> • Compose and sequence their own sentences to write short narratives. 	<ul style="list-style-type: none"> • Orally compose and sequence their own sentences. 	<ul style="list-style-type: none"> • Orally compose and write sentences to form short narratives. 	<ul style="list-style-type: none"> • Orally compose and sequence their own sentences, including some which use joining words, to write short narratives. 			
	<ul style="list-style-type: none"> • Compose and sequence their own sentences to write short non-fiction recounts 	<ul style="list-style-type: none"> • Orally compose and sequence their own non-fiction sentences 	<ul style="list-style-type: none"> • Orally compose and sequence their own sentences to write short non-fiction recounts 	<ul style="list-style-type: none"> • Orally compose single clause sentences to write short non-fiction recounts. 			
Composition: Evaluating & Editing	<ul style="list-style-type: none"> • Discuss their writing with adults and peers. 	<ul style="list-style-type: none"> • Discuss their writing with adults, saying what they like about it, e.g. <i>my favourite word is...</i> 	<ul style="list-style-type: none"> • Discuss their writing with adults and peers e.g. using speaking frames such as 'The best word I have used is...'; 'My handwriting is 	<ul style="list-style-type: none"> • Discuss their writing with adults and peers, giving an opinion, e.g. <i>I like my story because...</i> 			

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			good because...'; 'I am proud of my writing because...'	
Composition: Performing	<ul style="list-style-type: none"> • Read aloud their writing audibly to adults and peers 	<ul style="list-style-type: none"> • Read their writing to an adult. 	<ul style="list-style-type: none"> • Read their writing audibly to a small group. 	<ul style="list-style-type: none"> • Read aloud their writing audibly to adults and peers, e.g. larger group or whole class.