

**Year 1 Writing Progression – Cupernham Infant School**

<b>Ongoing</b>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far             <ul style="list-style-type: none"> <li>• Discuss what they have written with the teacher or other pupils</li> </ul> </li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li> <li>• Use the grammatical terminology in English Appendix 2 in discussing their writing             <ul style="list-style-type: none"> <li>• Name the letters of the alphabet in order</li> <li>• Spell all the days of the week</li> </ul> </li> </ul>			
<p>Autumn 1</p> <p><b>Fantastic Families</b></p>	Learning journeys	<b>Woodley walk recount</b>	<b>The Three Billy Goats Gruff</b>	<b>Hair it's a Family Affair</b>
	<b>Composition</b>	Write sentences by saying out loud what they are going to write about (Talking Tins) Recognise sentence boundaries in spoken sentences	Write sentences by saying out loud what they are going to write about (Talking Tins)  Recognise sentence boundaries in spoken sentences	Write sentences by saying out loud what they are going to write about (Talking Tins)
	<b>Sentence structure</b>	Write a simple sentence	Write a simple sentence Sequence sentences to form short narratives	Write a simple sentence starting with a noun/proper noun
	<b>Punctuation &amp; Grammar</b>	Leave spaces between words Use capital letter for days of the week	Leave spaces between words Begin to punctuate sentences using a capital letter and a full stop Use capital letter for names	Leave spaces between words Begin to punctuate sentences using a capital letter and a full stop Use capital letter for 'I'
	<b>Word level (Transcription)</b>		Use a simple opening and closing phrase to form short narratives  Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	Spell common exception words taught in this phase

	<b>Editing</b>	Re-read what they have written to check that it makes sense.		
Autumn 2  <b>Jump On Board the Campervan !</b>	Learning journeys	<b>Grandad's Camper</b>	<b>The Busy Fox</b>	
	<b>Composition</b>	Write sentences by saying out loud what they are going to write about. Compose a sentence orally before writing it.		
	<b>Sentence structure</b>	Write a simple sentence	Write a simple sentence  Write a compound sentence using the coordinating conjunction 'and'	
	<b>Punctuation &amp; Grammar</b>	Begin to punctuate sentences using a capital letter and a full stop  Use capital letter for names		
	<b>Word level (Transcription)</b>	Leave spaces between words  Spell words containing each of the 40+ phonemes already taught  Spell common exception words taught in this phase		
	<b>Editing</b>	Re-read what they have written to check that it makes sense		
	Spring 1  <b>Kings and Queens</b>	Learning journeys	<b>The Queen's Knickers</b>	<b>The King's Hat</b>
<b>Composition</b>		Write sentences by saying out loud what they are going to write about. Compose a sentence orally before writing it.		
<b>Sentence structure</b>		Write a simple sentence  Write a compound sentence using the coordinating conjunction 'and'		
<b>Punctuation &amp; Grammar</b>		Begin to punctuate sentences using an exclamation mark		
<b>Word level</b>		Use -ing, -er and -ed, where no change is needed in the spelling of root words		

	<b>(Transcription)</b>	Spell words containing each of the 40+ phonemes already taught		
		Spell common exception words taught in this phase		
	<b>Editing</b>	Re-read what they have written to check that it makes sense		
Spring 2	<b>Learning journeys</b>	<b>The Titanic- Sea City Museum trip</b>	<b>The Storm Whale</b>	<b>Hampshire Picture Book Award 2024</b>
<b>Under The Sea</b>	<b>Composition</b>	Has an awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions	Link ideas and events with connecting vocabulary	Imbed all skills taught so far according to what is relevant in this years texts.
	<b>Sentence structure</b>	Write a simple sentence		
		Write a compound sentence using the coordinating conjunction 'and'		
	<b>Punctuation &amp; Grammar</b>	Begin to punctuate sentences using a capital letter and a full stop Use capital letter for names		
		Begin to punctuate sentences using question marks.		
	<b>Word level (Transcription)</b>	Use -ing, -er and -ed, where no change is needed in the spelling of root words Spell words containing each of the 40+ phonemes already taught		
	Spell common exception words taught in this phase			
	<b>Editing</b>	Re-read what they have written to check that it makes sense		
Summer 1	Learning journeys	<b>Oliver's Vegetables</b>	<b>Supertato</b>	

Roots and Fruits			
	<b>Composition</b>	Link ideas and events with connecting vocabulary	
	<b>Sentence structure</b>	Write a compound sentence using the coordinating conjunction 'and'	
	<b>Punctuation &amp; Grammar</b>	Begin to punctuate sentences using an exclamation mark	
	<b>Word level (Transcription)</b>	<p>Can add prefixes and suffixes using er and –est where no change is needed in the spelling of root words</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words taught in this phase</p> <p>Spell the days of the week.</p>	
	<b>Editing</b>	Re-read what they have written to check that it makes sense	
Summer 2	Learning journeys	<b>The Koala who could</b>	<b>Once upon a lifetime (Literacy Shed film) Poetry</b>
Down Under!	<b>Composition</b>	Link ideas and events with connecting vocabulary	
	<b>Sentence structure</b>	<p>Write reliably formed simple and compound sentences</p> <p>Write noun phrases</p>	
	<b>Punctuation &amp; Grammar</b>	Begin to punctuate sentences using an exclamation mark	
	<b>Word level (Transcription)</b>	<p>Can add the prefix un–</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words taught in this phase</p>	
	<b>Editing</b>	Re-read what they have written to check that it makes sense	