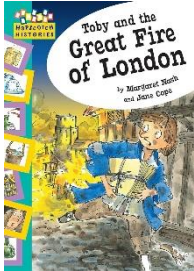
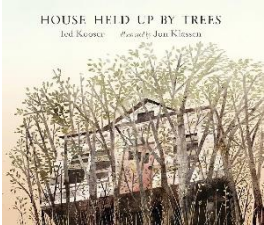
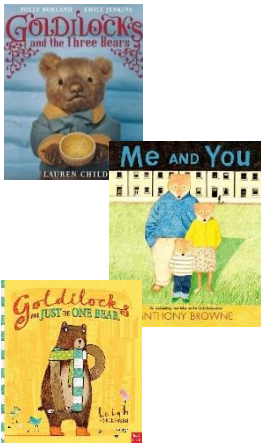






Year 1 and 2 Writing Progression of Skills/ Coverage

At DCS, we follow a layered learning approach whereby objectives are covered multiple times throughout the course of the year/ phase, and children revisit the objectives within a wide range of diverse contexts. This layering and revisiting engenders depth and supports children to develop a sense of concrete understanding of how skills for writing can be applied across a range of audience and purposes.

	Autumn 1 and 2 What caused The Great Fire of London?	Spring 1 How will 5 a day help me to be healthy?	Spring 2 Does everything have a happily ever after?	Summer 1 Why are Christopher Columbus and Neil Armstrong so brave?	Summer 2 Why do we love to be beside the seaside?
High Quality Text	 <p><i>Book 2 – The Great Fire of London by Emma Adams and James Weston Lewis</i></p>		 <p><i>'Goldilocks' using 3 different versions</i></p>		
Outcomes	Character descriptions, poetry, diary entries, picture captions, information texts	Factual descriptions, advertisements, explanations, poetry	Wanted posters, letters, retellings, speech bubbles, retellings from another point of view	Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions	Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue



<p>Vocabulary, Grammar and Punctuation Coverage</p> <ul style="list-style-type: none"> • Year 2 - Year 1 	<p>Develop their understanding of the concepts set out in English Appendix 2:</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon], • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list (introduction) - Introduction to capital letters, full stops - To leave spaces between words - To begin to join words and clauses using 'and' - To understand how words combine to make sentences 	<p>Develop their understanding of the concepts set out in English Appendix 2:</p> <ul style="list-style-type: none"> • Formation of adjectives using suffixes such as -ful, -less • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon], • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of capital letters, full stops, question marks and exclamation marks to demarcate 	<ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Use expanded noun phrases to describe and specify [for example, the blue butterfly] • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is 	<p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists Learn how to use: • Sentences with different forms: statement, question, exclamation, command • Expanded noun phrases to describe and specify [for example, the blue butterfly] • The present and past tenses correctly and consistently 	<ul style="list-style-type: none"> • Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Use of capital letters, full stops,
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		<p>sentences • Commas to separate items in a list</p> <ul style="list-style-type: none"> • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] <p>- Introduction to capital letters, full stops and question marks</p> <p>- To join words and clauses using 'and'</p> <p>- To leave spaces between words</p> <p>- To understand how words combine to make sentences</p> <p>- Regular plural noun suffix -s (e.g. seeds, nuts)</p>	<p>drumming, he was shouting]</p> <ul style="list-style-type: none"> • Use subordination (using when, if, that, because) and co-ordination (using or, and, but) <p>- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>- Capital letters for names and the personal pronoun I</p> <p>- Suffixes that can be added to verbs where no change is needed in the spelling of the root word</p> <p>- Sequencing sentences to form short narratives</p> <p>- Joining words and joining clauses using and</p>	<p>including the progressive form</p> <ul style="list-style-type: none"> • Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • The grammar for year 1 and 2 in English Appendix 2 <p>- Introduction to capital letters, full stops and question marks</p> <p>- To join words and clauses using 'and'</p> <p>- Suffixes that can be added to verbs where no change is needed in the spelling of the root words (-ing, -ed)</p> <p>- Spaces between words</p> <p>- Sequencing sentences to form short narratives</p> <p>- How the prefix un- can change the meaning of verbs and adjectives [negation, for</p>	<p>question marks and exclamation marks to demarcate sentences</p> <ul style="list-style-type: none"> • Commas to separate items in a list <p>- Regular plural noun suffixes -s or -es [for example, dog, dogs: wish, wishes] including the effects of these suffixes on the meaning of the noun</p> <p>- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>- Capital letters for names and the personal pronoun I</p> <p>- Separation of words with spaces</p> <p>- Joining words and joining clauses using and</p>
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				example, unkind, or undoing, untie the boat]	- Sequencing sentences to form short narratives
<p>Writing Transcription (Spelling and Handwriting)</p> <p>- Read, Write, Inc. spellings - LetterJoin - Dictation</p> <p>Year 1 – Following phonics scheme – ‘to spell words containing each of the 40+ phonemes already taught’. To make phonetically plausible attempts. Dictation occurs in daily phonics sessions.</p>	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones - Name the letters of the alphabet in order - Begin to use letter names to distinguish between alternative spellings of the same sound - Spell words containing the 40+ phonemes already taught • Apply spelling rules and guidance, as listed in English Appendix 1 - Apply spelling rules and guidance, as listed in English Appendix 1 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • Learning to spell more words with contracted forms • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance, as listed in English Appendix 1 - Apply spelling rules and guidance, as listed in English Appendix 1 	<p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs (Y1) • Learning to spell common exception words • Apply spelling rules and guidance, as listed in English Appendix 1 - Apply spelling rules and guidance, as listed in English Appendix 1 	<ul style="list-style-type: none"> • Learning to spell common exception words • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • Apply spelling rules and guidance, as listed in English Appendix 1 - Apply spelling rules and guidance, as listed in English Appendix 1 	<ul style="list-style-type: none"> • Learning the possessive apostrophe (singular) [for example, the girl’s book] • Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly - Add suffixes to verbs where no change is needed to the root • Apply spelling rules and guidance, as listed in English Appendix 1 - Apply spelling rules and guidance, as listed in English Appendix 1
<p>Composition</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • Writing about real events 	<p>Develop positive attitudes towards and stamina for writing by:</p>	<p>Develop positive attitudes towards and stamina for writing by:</p>	<p>Develop positive attitudes towards and stamina for writing by:</p>	<p>Develop positive attitudes towards and stamina for writing by:</p>



	<ul style="list-style-type: none"> • Writing poetry • Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence - To compose sentences orally before writing it - To say out loud what I am going to write about <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] 	<ul style="list-style-type: none"> • Writing about real events • Writing poetry • Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence - To compose sentences orally before writing it - To say out loud what I am going to write about <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to 	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing for different purposes - Sequencing sentences to form short narratives <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about Make simple additions, revisions and corrections to their own writing by: • Evaluating their writing with the teacher and other pupils - Composing sentences orally before writing - Saying out loud what they are going to write about - Re-reading what they have written with the teacher and other pupils 	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Consider what they are going to write before beginning by: • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary - Sequencing sentences to form short narratives - Saying out loud what I want to write about <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils 	<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing for different purposes - Sequencing sentences to form short narratives <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary - Composing sentences orally - Saying out loud what I am going to write about <p>Make simple additions, revisions and corrections to their own writing by:</p>
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	<ul style="list-style-type: none"> • Read aloud what they have written with appropriate intonation to make the meaning clear. - To discuss what I have written with my teacher and other pupils 	<p>indicate time are used correctly and consistently, including verbs in the continuous form</p> <ul style="list-style-type: none"> • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear. - To discuss what I have written with my teacher and other pupils - To read my work aloud with increasing clarity 	<ul style="list-style-type: none"> - Read their writing aloud, clearly enough to be heard by others 	<ul style="list-style-type: none"> • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently • Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • Read aloud what they have written with appropriate intonation to make the meaning clear - Re-reading my work to check it makes sense 	<ul style="list-style-type: none"> • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • Proof-reading to check for errors in spelling, grammar and punctuation - Re-read work to ensure it makes sense - Discuss what has been written with others 	
<p>Oracy focus</p>	<p>Poetry Slam - The Morning Rush by John Foster</p> <p>History: To compare and contrast periods of time.</p> <p><i>The Language of Comparison.</i></p>	<p>Konflux Theatre - Play in a Day - Great Fire of London.</p> <p>Design and Technology: To evaluate textiles skills and techniques.</p>	<p>Science: To explain the life-cycle of a flowering plant.</p> <p><i>The Language of Explanation.</i></p>	<p>History: How would the structure of a castle help to protect those inside?</p> <p>Science: Using what you know about bears, why might they not make a good pet?</p> <p><i>The Language of Hypothesis (trying to explain things using what we already know)</i></p>	<p>History: Do you think Neil Armstrong and Christopher Columbus are brave people?</p> <p>Debate</p> <p><i>The Language of Opinion.</i></p> <p><i>The Language of Argument.</i></p>	<p>Science: What do different habitats look like / include? Can you describe different habitats in detail?</p> <p><i>The Language of Description.</i></p>



		<i>The Language of Evaluation.</i>				
Enrichment	Roald Dahl Week Back to school – Harry and the Dinosaurs go to School Andy Tooze Poet	Bonfire Night Poetry Remembrance Day Konflux Theatre Visit – Play in a Day Christmas Trip / writing Christmas Nativity	Cooking and nutrition – discussing / following instructions Growing fruits and vegetables – observations (oracy)	Castle visit	STEM experiences	Seaside visit – oracy (exploration of senses)
High Quality Poetry Texts	Poetry Slam- The Morning Rush by John Foster (performance – humorous poetry) – <i>poet from Carlisle</i> Bonfire poetry – performance		Cats sleep anywhere – Eleanor Farjeon		At The Seaside by Robert Louis Stevenson Water by Shirley Hughes	