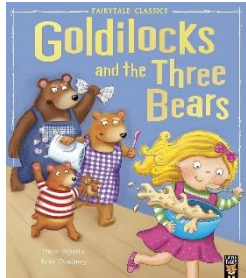
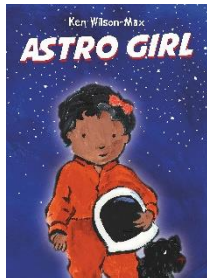
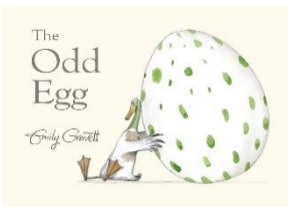

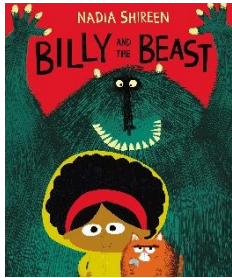




Year 1 Writing Progression of Skills/ Coverage

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 Why should Goldilocks say sorry?	Spring 1 What makes an astronaut so brave?	Spring 2 Where do eggs come from?	Summer 1 Where do I belong?	Summer 2 What makes the beast so terrible?
High Quality Text					
Outcomes	Character descriptions, picture captions, setting descriptions, retelling/sequencing	Writing in role, commands, 'how to' guides, fact file	Short guide, thought bubbles, awards, letter, predictions, congratulations cards, egg-spotter's guide	Own version 'losing/finding' narrative Character descriptions, retellings, advice letter, instructions, non-chronological reports	Wanted posters, summary, emails, character descriptions, recipes, own version of defeat a monster narrative
Vocabulary, Grammar and Punctuation Coverage	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences - How words can combine to make sentences - Joining words and joining clauses using and - Sequencing sentences to form short narratives - Using adjectives to create simple noun phrases 	<ul style="list-style-type: none"> - How the prefix un- changes the meaning of verbs and adjectives - How words can combine to make sentences - Joining words and joining clauses using and - Separation of words with spaces - Introduction to capital letters, full stops, question marks and exclamation 	<ul style="list-style-type: none"> - How words can combine to make sentences - Joining words and joining clauses using and - Sequencing sentences to form short narratives 	<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 - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)



			<p>marks to demarcate sentences</p>		<ul style="list-style-type: none"> - How words can combine to make sentences - Joining words and joining clauses using and - Sequencing sentences to form short narratives - Separation of words with spaces - Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences - Capital letters for names and for the personal pronoun I
<p>Writing Transcription (Spelling and Handwriting)</p> <ul style="list-style-type: none"> - Read, Write, Inc. spellings - LetterJoin - Dictation <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"> - 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 	<ul style="list-style-type: none"> - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - Apply spelling rules and guidance, as listed in English Appendix 1 	<ul style="list-style-type: none"> - Words containing each of the 40+ phonemes already taught - Apply simple spelling rules and guidance, as listed in English Appendix 1 - Using the prefix un- - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] 	<ul style="list-style-type: none"> - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words - Apply simple spelling rules and guidance, as listed in English Appendix 1 - How the prefix -un changes the meaning of verbs and adjectives 	<ul style="list-style-type: none"> - Common exception words - Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs - Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]



<p>Composition</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - Writing about real events and linking these events to their topic - 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 - Capturing what they want to say, sentence by sentence - To compose sentences orally before writing it - To say out loud what they are 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] - Read aloud what they have written with appropriate intonation to make the meaning clear. - To discuss what they have written with their teacher and other pupils 		<p>Write sentences by:</p> <ul style="list-style-type: none"> - Saying out loud what they are going to write about. - Composing a sentence orally before writing it. - Sequencing sentences to form short narratives. - Re-reading what they have written to check that it makes sense. 	<p>Write sentences by:</p> <ul style="list-style-type: none"> - Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentences to form short narratives - Re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils - Read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Write sentences by:</p> <ul style="list-style-type: none"> - Saying out loud what they are going to write about. - Composing a sentence orally before writing it. - Sequencing sentences to form short narratives. - Re-reading what they have written to check that it makes sense. 	<p>Write sentences by: -</p> <ul style="list-style-type: none"> - Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentences to form short narratives - Re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils - Read aloud their writing clearly enough to be heard by their peers and the teacher
<p>Oracy focus</p>	<p>Poetry Slam - Dingle Dangle Scarecrow</p>	<p>Design and Technology: To evaluate textiles</p>	<p>Geography: Do you think Mae Jemison (First African-American woman in space) was a brave person?</p>	<p>Maths: To explain our proven answers.</p>	<p>Science: What changes can I see across the seasons?</p>	<p>Science: How can we compare different objects and the materials that they are made from?</p>



	<p>Literacy (Talk4Writing): Retelling and amending the story of Goldilocks</p> <p><i>The Language of sequencing.</i> <i>The language of retelling.</i></p>	<p>skills and techniques.</p> <p><i>The Language of Evaluation.</i></p>	<p>Debate</p> <p><i>The Language of Opinion.</i> <i>The Language of Argument.</i></p>	<p><i>The Language of Mathematical Explanation.</i></p>	<p><i>The Language of Describing.</i></p>	<p><i>The Language of Description.</i> <i>The Language of Comparison</i></p>
Enrichment	<p>Roald Dahl day Andy Tooze Poet Rock Star day (linking to Timestable Rockstars & Numbots) Pet Encounters Halloween focus The La'al Collective Arts Project</p>	<p>Bonfire Night focus Remembrance Day focus Christmas focus Christingle Nursery Rhyme week Nativity performance Planet Play (Christmas trip) The La'al Collective Arts Project</p>	<p>Cooking and Nutrition activities, linked to DT focus Lunar New Year</p>	<p>Easter activities Earth Day (Wednesday 22nd April) STEM experiences The La'al Collective Arts Project</p>	<p>The La'al Collective Arts Project</p>	<p>End of year trip The La'al Collective Arts Project</p>
High Quality Poetry Texts	<p>Dingle Dangle Scarecrow (Poetry Slam)</p> <p>Crackle! Spit! By Marie Thorn (Bonfire Night link)</p> <p>Nursery Rhyme week (When I Was One, Sing a Song of Sixpence, Humpty Dumpty, Two Little Dickie Birds, I Hear Thunder)</p>	<p>Poetry Slam - If You Were A Carrot by B. Doherty</p> <p>The Chinese Dragon from Let's Celebrate! Festival Poems from Around the World by D. Chatterjee.</p>	<p>Poetry Slam - Song of the Train by D. McCord</p>			