
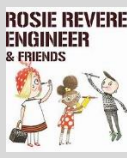


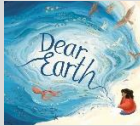
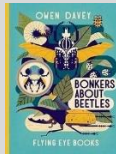

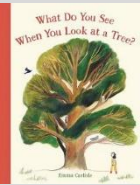


**Year 1 & 2 Writing Progression Document: Year A**

	Autumn Term 1		Autumn Term 2	
<b>Text</b>	<p><b>Wolves</b> by Emily Gravett (3 weeks)</p>  <p>Genre: Picture book fiction</p> <p>Themes: friendship and perceptions of others.</p>	<p><b>Billy and the Beast</b> by Nadia Shireen (3 weeks)</p>  <p>Genre: picture book: fiction.</p> <p>Themes: bravery</p>	<p><b>Great Fire of London</b> by Emma Adams and James Weston-Lewis: (3 weeks)</p>  <p>Genre: Nonfiction and information text.</p> <p>History learning links.</p>	<p><b>A walk in London</b> by Salvatore (3 weeks)</p>  <p>Genre: Information text told through a story</p> <p>History learning links.</p>
<b>Main outcome</b>	<b>Non Chron leaflet</b>		<b>Retell/diary entries</b>	
<b>Other outcomes (Short Bursts/revisit writes)</b>	Non-chronological leaflets (wolves), captions, information writing, character descriptions and comparisons.		Retell, diary entry, setting description, thought bubbles.	
<b>Audience/ Form</b>	<ul style="list-style-type: none"> <li>Captions against images</li> <li>Character descriptions</li> <li>Fact boxes</li> <li>Non chron report</li> </ul>		<ul style="list-style-type: none"> <li>Newspaper article</li> <li>Third/first person recount based on a moment in history</li> <li>Fact files</li> </ul>	
<b>Purpose</b>	<b>To inform</b>		<b>To inform (historical event)</b>	
<p><b>Grammar and Spelling coverage:</b></p> <p><i>*Indicates coverage and retrieval from previous units groups/previous taught lessons.</i></p>	<b>Word/spelling</b>	<ul style="list-style-type: none"> <li>-ed, -ing suffix endings</li> <li>Segment words for spelling</li> <li>Select correct use of GPCs</li> </ul>	<ul style="list-style-type: none"> <li>-ed, -ing, -er, -est suffix endings</li> <li>-es, -s for plural nouns</li> <li>Segment words for spelling</li> <li>Select correct use of GPCs</li> </ul>	<ul style="list-style-type: none"> <li>Contractions</li> <li>-Ed suffix endings *</li> <li>Segment words for spelling</li> <li>Select correct use of GPCs</li> </ul>
	<b>Sentences</b>	<ul style="list-style-type: none"> <li>Use of subordination and co-ordination</li> <li>Expanded noun phrases for description</li> <li>Present and past tense</li> <li>Use of appropriate adjectives to describe</li> </ul>	<ul style="list-style-type: none"> <li>expanded noun phrases/noun phrases *</li> <li>verbs (imperative)</li> <li>time connectives</li> <li>past tense verbs *</li> <li>exclamation type sentences (how and what and a verb)</li> <li>command type sentences</li> </ul>	<ul style="list-style-type: none"> <li>adjectives to describe emotions</li> <li>expanded noun phrases *</li> <li>noun phrases *</li> <li>subordinate and coordinating conjunctions *</li> <li>past tense *</li> </ul>
	<b>Punctuation</b>	<ul style="list-style-type: none"> <li>capital letter and full stops</li> <li>question marks</li> <li>exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>capital letter and full stops *</li> <li>exclamation marks *</li> <li>capital letters for proper nouns</li> <li>commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>capital letter and full stops *</li> <li>exclamation marks *</li> <li>apostrophes in contractions</li> </ul>
	<b>Text/genre features</b>	<ul style="list-style-type: none"> <li>fact boxes</li> <li>subheadings to sort information</li> <li>labels in a diagram</li> <li>captions</li> </ul>	<ul style="list-style-type: none"> <li>titles</li> <li>sequenced steps</li> <li>time connectives</li> <li>imperative verbs</li> </ul>	<ul style="list-style-type: none"> <li>first person pronouns/ third person</li> <li>emotive language</li> <li>sequenced events</li> </ul>
				<ul style="list-style-type: none"> <li>-Ed suffix endings *</li> <li>-ful or -ness suffix endings</li> <li>Segment words for spelling</li> <li>Select correct use of GPCs</li> </ul>
				<ul style="list-style-type: none"> <li>A Wikipedia page: fact file</li> <li>Setting descriptions</li> <li>postcards</li> <li>Diary entries: personal reflections</li> </ul>
				<b>To inform</b>
				<ul style="list-style-type: none"> <li>Map drawings, labels, lists, captions, information leaflets about famous London Landmarks.</li> </ul>

	Spring Term 1		Spring Term 2	
<b>Text</b>	<b>Ocean Meets the sky</b> by Fan Brothers (3 weeks)  Genre: fantasy fiction/picture books Themes: love and loss.		<b>Rosie Revere Engineer</b> by Andrea Beaty (3 weeks)  Genre: non-fiction/information text DT learning links	
	<b>The Journey Home</b> by Frann Preston-Ganner (3 weeks)  Genre: Picture book: journeys Themes: environmental issues and friendship.		<b>Coming to England</b> by Floella Benjamin (3-weeks)  Genre: fiction based on a real-life accounts Themes: diversity, adversity, inclusion, hope, compassion, and bravery.	
<b>Main outcome</b>	<b>Fantasy narrative</b>		<b>Explanation of an invention</b>	
<b>Other outcomes (Short Bursts/revisit writes)</b>	Setting and character description, labels, diary entry, postcard, Captain's log and dialogue (speech bubbles).		Explanations, advertisement, letter of advice, school report and an invention description.	
<b>Audience/ Form</b>  Fiction Non-fiction	<ul style="list-style-type: none"> <li>Logbook entry from the boys POV.</li> <li>Diary writing from the boy</li> <li>Postcard</li> <li>Setting description</li> </ul>		<ul style="list-style-type: none"> <li>Short explanations</li> <li>Adverts</li> <li>Letter of advice</li> <li>School report</li> <li>Invention explanation</li> </ul>	
<b>Purpose</b>	<b>To entertain</b>		<b>To inform</b>	
<b>Grammar and Spelling coverage:</b>  <i>*Indicates coverage and retrieval from previous year groups/previous taught writing sequences.</i>	<b>Word/spelling</b>	<ul style="list-style-type: none"> <li>Suffixes -ness and -er</li> <li>Correct use of GPCs</li> <li>Segment for spelling</li> <li>-ed suffix endings</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of GPCs</li> <li>Segment for spelling</li> <li>Suffixes – ment, ful, -less and -ly</li> </ul>	<ul style="list-style-type: none"> <li>-s or-es for plural nouns *</li> <li>Correct use of GPCs</li> <li>Segment for spelling</li> <li></li> </ul>
	<b>Sentences</b>	<ul style="list-style-type: none"> <li>subordination and co-ordination *</li> <li>expanded noun phrases *</li> <li>exclamation and command type sentences *</li> <li>past tense</li> </ul>	<ul style="list-style-type: none"> <li>past and present tenses</li> <li>expanded noun phrases</li> <li>subordination and coordination</li> <li>verbs</li> </ul>	<ul style="list-style-type: none"> <li>Third person pronouns *</li> <li>Subordination and coordination *</li> <li>Expanded noun phrases *</li> </ul>
	<b>Punctuation</b>	<ul style="list-style-type: none"> <li>exclamation marks</li> <li>capital letters and full stops *</li> <li>commas to separate a list *</li> </ul>	<ul style="list-style-type: none"> <li>apostrophes for contractions *</li> <li>exclamation marks *</li> <li>capital letters and full stops *</li> <li>capital letters for proper nouns *</li> </ul>	<ul style="list-style-type: none"> <li>question marks *</li> <li>capital letters and full stops *</li> </ul>
	<b>Text/genre features</b>	<ul style="list-style-type: none"> <li>third person</li> <li>conjunctions to extend sentences</li> <li>sequenced events</li> </ul>	<ul style="list-style-type: none"> <li>sub headings</li> <li>diagrams</li> <li>labels, list and captions</li> </ul>	<ul style="list-style-type: none"> <li>use of question marks to get more information</li> <li>first person pronouns</li> </ul>
	<b>To entertain/ inform</b>		<b>To entertain/ inform</b>	
	<ul style="list-style-type: none"> <li>Correct use of GPCs</li> <li>Segment for spelling</li> <li>-ed suffix endings *</li> </ul>		<ul style="list-style-type: none"> <li>Past tense</li> <li>emotive language (adjectives to describe)</li> </ul>	
	<ul style="list-style-type: none"> <li>apostrophes for contractions *</li> <li>exclamation marks *</li> <li>capital letters and full stops *</li> <li>capital letters for proper nouns *</li> </ul>		<ul style="list-style-type: none"> <li>First person pronouns</li> <li>Emotive language</li> </ul>	

	Summer Term 1		Summer Term 2					
<b>Text</b>	<p><b>Dear Earth</b> by Isabel Otter and Clara Anganuzzi (3 weeks)</p>  <p>Genre: fiction/letter writing Themes: environmental, hope, justice and compassion.</p>		<p><b>Bonkers about Beetles</b> by Owen Davey (3 weeks)</p>  <p>Genre: information text Use video clips to support learning! Science learning links.</p>		<p><b>The Night Gardener: the Fan Brothers</b> (3 weeks)</p>  <p>Genre: picture book: mystery Themes: kindness, compassion, hope and community.</p>		<p><b>What do you see when you look at a tree?</b> By Emma Carlisle (3 weeks)</p>  <p>Genre: Poetry Science learning links.</p>	
<b>Main outcome</b>	Letter		Non-Chronological Report		Narrative		Poetry	
<b>Other outcomes (Short Bursts/revisit writes)</b>	Letter writing and short information leaflets		Fact boxes, diagrams, descriptive passages		Descriptive writing, diary entries.		poetry, rhyme, rhythm, descriptive writing.	
<b>Audience/ Form</b>	<ul style="list-style-type: none"> <li>Letters</li> <li>Information leaflet</li> </ul>		<ul style="list-style-type: none"> <li>Descriptive passages</li> <li>Fact boxes</li> <li>Diagrams with labels</li> <li>Non chron report</li> </ul>		<ul style="list-style-type: none"> <li>Diary entries</li> <li>Descriptive pieces</li> <li>Dialogue (speech bubbles)</li> </ul>		<ul style="list-style-type: none"> <li>Rhyming strings</li> <li>Descriptive writing</li> </ul>	
<b>Purpose</b>	To inform		To inform		To entertain		To entertain	
<p><b>Grammar and Spelling coverage:</b></p> <p><i>*Indicates coverage and retrieval from previous year groups/previous taught writing sequences.</i></p>	<b>Word/spelling</b>	<ul style="list-style-type: none"> <li>Suffixes -ness, -er *</li> <li>Correct use of GPCs</li> <li>Segment for spelling</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of GPCs</li> <li>Segment for spelling</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of GPCs</li> <li>Segment for spelling</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of GPCs</li> <li>Segment for spelling</li> </ul>			
	<b>Sentences</b>	<ul style="list-style-type: none"> <li>Expanded noun phrases *</li> <li>Subordination and coordination *</li> <li>Past tense *</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases *</li> <li>Subordination and coordination *</li> <li>Present tense *</li> </ul>	<ul style="list-style-type: none"> <li>noun phrases/expanded *</li> <li>Subordination and coordination *</li> <li>Past tense *</li> </ul>	<ul style="list-style-type: none"> <li>Use of specific adjectives when creating imagery *</li> <li>Verbs</li> <li>Expanded noun phrases *</li> <li>Similes</li> </ul>			
	<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Apostrophes for singular possession</li> <li>capital letters and full stops *</li> <li>question marks *</li> </ul>	<ul style="list-style-type: none"> <li>Apostrophes for singular possession</li> <li>capital letters and full stops *</li> <li>Apostrophes for singular possession *</li> </ul>	<ul style="list-style-type: none"> <li>comma in expanded noun phrases *</li> <li>capital letters and full stops *</li> <li>capital letters for proper nouns *</li> </ul>	<ul style="list-style-type: none"> <li>capital letters and full stops *</li> </ul>			
	<b>Text/genre features</b>	<ul style="list-style-type: none"> <li>conjunctions</li> <li>Dear ...</li> <li>Statement type sentences</li> <li>Question marks</li> </ul>	<ul style="list-style-type: none"> <li>Title</li> <li>Headings/sub headings</li> <li>Conjunction to give further detail</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Sequenced events</li> <li>Emotive language</li> </ul>	<ul style="list-style-type: none"> <li>Descriptive verses</li> <li>Descriptive adjectives</li> </ul>			