



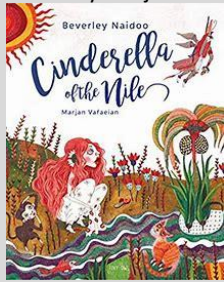
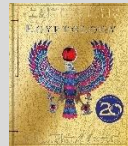
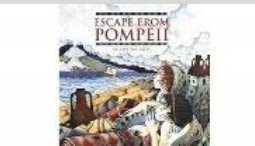



**Year 1 & 2 Writing Progression Document: Year A**

	Autumn Term 1		Autumn Term 2	
<b>Text</b>	<p><b>The first Drawing</b> by Mordecai Gerstein (3 weeks)</p>  <p>Genre: Narrative fiction</p>	<p><b>How to Wash a Woolly Mammoth</b> by Michelle Robinson (3 weeks)</p>  <p>Genre: picture book/humorous fiction</p>	<p><b>The Iron Man</b> by Ted Hughes (3 weeks)</p>  <p>Genre: science fiction narrative</p>	<p><b>Age Beasts</b> by Ben Lerwill &amp; Graham Baker Smith (3 weeks)</p>  <p>Genre: Non-fiction/information texts</p>
<b>Main outcome</b>	<b>Recount/diary entry</b>		<b>Instruction writing</b>	
<b>Other outcomes (Short Bursts/revisit writes)</b>	Character descriptions, diaries, and 3 <sup>rd</sup> person recounts.		Instruction writing with built in descriptive writing.	
<b>Audience/ Form</b>	<ul style="list-style-type: none"> <li>• <b>Character description</b></li> <li>• <b>Diary entries</b></li> <li>• <b>Speech and dialogue</b></li> <li>• <b>3<sup>rd</sup> person recounts</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Instruction writing</b></li> <li>• <b>Woolly Mammoth fact file</b></li> </ul>	
<b>Purpose</b>	<b>To entertain</b>		<b>To entertain/inform</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>• homophones</li> </ul>	<ul style="list-style-type: none"> <li>• -ed, -ing, -er, -est suffix endings</li> <li>• Contractions *</li> <li>• Suffix ly</li> </ul>	<ul style="list-style-type: none"> <li>• Contractions</li> <li>• -Ed suffix endings *</li> <li>• -eigh words</li> <li>• Possessive apostrophes *</li> </ul>
	<b>Sentences</b>	<ul style="list-style-type: none"> <li>• Adverbs to express time, place and cause</li> <li>• Prepositions</li> <li>• Expanded noun phrases *</li> <li>• emotive language *</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>• command type sentences</li> <li>• adverbs to describe actions</li> </ul>	<ul style="list-style-type: none"> <li>• fronted adverbials</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>• commas after a fronted adverbial</li> <li>• commas in an expanded noun phrase</li> <li>• inverted commas for dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• exclamation marks *</li> <li>• commas in a list</li> <li>• bullet points</li> </ul>	<ul style="list-style-type: none"> <li>• exclamation marks *</li> <li>• apostrophes in contractions</li> <li>• commas after a fronted adverbial</li> <li>• inverted commas for quotes</li> </ul>
	<b>Text/genre features</b>	<ul style="list-style-type: none"> <li>• appropriate choice of noun and pronoun within and across sentences to aid cohesion.</li> <li>• Emotive language</li> <li>• Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• titles</li> <li>• sequenced steps</li> <li>• time connectives</li> <li>• imperative verbs</li> <li>• adverbs</li> </ul>	<ul style="list-style-type: none"> <li>• first person pronouns/ third person</li> <li>• sequenced events</li> <li>• heading</li> <li>• introductory paragraphs</li> <li>• adverbials for cohesion between paragraphs</li> </ul>
	<b>Information Text/ Non Chron Report</b>		<b>Information Text/ Non Chron Report</b>	
	Non chronological reports: fact files, note making, descriptive writing.		Non chronological reports: fact files, note making, descriptive writing.	
	<ul style="list-style-type: none"> <li>• <b>A Wikipedia page: fact file</b></li> <li>• <b>Setting descriptions</b></li> <li>• <b>postcards</b></li> <li>• <b>Diary entries: personal reflections</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>A Wikipedia page: fact file</b></li> <li>• <b>Setting descriptions</b></li> <li>• <b>postcards</b></li> <li>• <b>Diary entries: personal reflections</b></li> </ul>	
	<b>To entertain</b>		<b>To entertain</b>	
	<ul style="list-style-type: none"> <li>• -Ed suffix endings *</li> <li>• -ful or -ness – ly suffix endings</li> <li>• Er and est spellings</li> </ul>		<ul style="list-style-type: none"> <li>• -Ed suffix endings *</li> <li>• -ful or -ness – ly suffix endings</li> <li>• Er and est spellings</li> </ul>	
	<ul style="list-style-type: none"> <li>• expanded noun phrases/ noun phrases *</li> <li>• subordinate and coordinating conjunctions *</li> <li>• present tense</li> </ul>		<ul style="list-style-type: none"> <li>• expanded noun phrases/ noun phrases *</li> <li>• subordinate and coordinating conjunctions *</li> <li>• present tense</li> </ul>	
	<ul style="list-style-type: none"> <li>• exclamation marks *</li> <li>• commas in a list *</li> </ul>		<ul style="list-style-type: none"> <li>• exclamation marks *</li> <li>• commas in a list *</li> </ul>	
	<ul style="list-style-type: none"> <li>• title</li> <li>• fact boxes</li> <li>• subheadings to sort information</li> <li>• captions</li> <li>• conjunctions</li> </ul>		<ul style="list-style-type: none"> <li>• title</li> <li>• fact boxes</li> <li>• subheadings to sort information</li> <li>• captions</li> <li>• conjunctions</li> </ul>	

	Spring Term 1		Spring Term 2					
<b>Text</b>	<b>The Wilderness by Steve McCarthy (3 weeks)</b>  Genre: Adventure fiction Themes: bravery, discovery and friendship		<b>Cloud Tea Monkeys by Mal Peet and Elspeth Graham (3 weeks)</b>  Genre: Indian folktale: fiction Themes: equality, adversity, compassion, hope and kindness.		<b>The Story of Jemmy Button by Jennifer Uman (3weeks)</b>  Genre: Biography, information text, fiction Outcome: non-fiction/fiction: Themes: diversity, equality, hope, justice and inclusion.		<b>The Pied Piper of Hamelin by Michael Morpurgo (3 weeks)</b>  Genre: Myths/legends: fiction Themes: truthfulness and trust.	
<b>Main outcome</b>	Guidebook (fictional twist)		Non-chronological report		Bibliography/Journal			
<b>Other outcomes (Short Bursts/revisit writes)</b>	Character description, guidebooks, and SOS letter.		Setting descriptions, 'how to' guides, instructions for tea tasting. (instructions), letters, discussions		journal entries, diaries, bibliography.		myths/legends: reports, adverts, letter, retell of the story (own version changing elements)..	
<b>Audience/ Form</b>  Fiction Non-fiction	<ul style="list-style-type: none"> <li>• character descriptions</li> <li>• Speech and dialogue</li> <li>• Guide book</li> <li>• SOS letter</li> </ul>		<ul style="list-style-type: none"> <li>• Setting description</li> <li>• How To guides</li> <li>• Instructions</li> <li>• Letter</li> <li>• Non chron report</li> </ul>		<ul style="list-style-type: none"> <li>• Wanted posters</li> <li>• Lists</li> <li>• Postcard</li> <li>• Information report</li> <li>• letter</li> </ul>		<ul style="list-style-type: none"> <li>• Descriptive writing</li> <li>• Personal recount</li> <li>• Diary entries</li> <li>• Letter home</li> </ul>	
<b>Purpose</b>	To entertain		To inform/ entertain		To inform		To entertain	
<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: a range</li> <li>• -ed suffix endings</li> </ul>	<ul style="list-style-type: none"> <li>• Suffixes – ment, ful, -less and -ly</li> <li>• Contractions *</li> <li>• Possessive apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>• Contractions *-</li> <li>• -ed suffix endings *</li> </ul>	<ul style="list-style-type: none"> <li>• I sound spelt wit a 'y'</li> <li>• Possessive apostrophe *</li> <li>• Tion, sion and tian</li> </ul>			
	<b>Sentences</b>	<ul style="list-style-type: none"> <li>• Past progressive tense</li> <li>• Conjunctions and adverbs to describe time, place and manner</li> <li>• Fronted adverbials *</li> <li>• Expanded noun phrases *</li> <li>• Verbs to describe action *</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 (imperative) *</li> <li>• adverbs for manner</li> <li>• a or an</li> </ul>	<ul style="list-style-type: none"> <li>• Third person pronouns *</li> <li>• Subordination and coordination *</li> <li>• Expanded noun phrases *</li> <li>• Adverbs *</li> <li>• emotive language (adjectives to describe) *</li> </ul>	<ul style="list-style-type: none"> <li>• Past tense</li> <li>• A or an</li> <li>• Adverbs for time, place and manner *</li> <li>• Fronted adverbials *</li> </ul>			
	<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• commas after a fronted adverbial</li> </ul>	<ul style="list-style-type: none"> <li>• apostrophes for contractions *</li> <li>• exclamation marks *</li> <li>• capital letters for proper nouns *</li> <li>• commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• inverted commas *</li> </ul>	<ul style="list-style-type: none"> <li>• apostrophes for contractions *</li> <li>• commas after a fronted adverbial *</li> <li>• inverted commas *</li> </ul>			
	<b>Text/genre features</b>	<ul style="list-style-type: none"> <li>• conjunctions to extend sentences</li> <li>• heading and sub heading to aid presentation</li> </ul>	<ul style="list-style-type: none"> <li>• sub headings/headings</li> <li>• conjunctions</li> <li>• imperative verbs</li> </ul>	<ul style="list-style-type: none"> <li>• conjunctions to extend sentences</li> <li>• paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• use of paragraphs to organise ideas</li> </ul>			

	Summer Term 1		Summer Term 2					
<b>Text</b>	<b>Cinderella of the Nile</b> by Marjan Vafaerain (3 weeks)  Genre: Stories from another culture: a twist on a traditional tale. Themes: racial barriers, adversity, justice and hope.		<b>Egyptology</b>  Genre: information text/non-fiction. <a href="#">History learning links.</a>		<b>Escape to Pompeii</b> by Christian Balit (3 weeks)  Genre: historical fiction/adventure. Themes: friendship, bravery and hope. <a href="#">Science/Geography learning links.</a>		<b>The Orchard book of Greek Myths</b>  Genre: myths and legends. Themes: friendship, hope, compassion, forgiveness, and bravery.	
<b>Main outcome</b>	<b>Alternative traditional Tale</b>		<b>Non-Chronological Report</b>		<b>Retell</b>		<b>Myth</b>	
<b>Other outcomes (Short Bursts/revisit writes)</b>	Diary from a character's point of view and an alternative take on a traditional tale (3 weeks).		Non-fiction writing, explanation (3 weeks).		Setting descriptions, diaries, letters, thought bubbles, retell.		Own version of a myth, character description.	
<b>Audience/ Form</b> Fiction Non-fiction	<ul style="list-style-type: none"> <li>diary</li> <li>dialogue</li> <li>traditional tale</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>Descriptive writing</li> <li>Character description</li> <li>myths</li> </ul>	
<b>Purpose</b>	<b>To entertain</b>		<b>To inform</b>		<b>To entertain</b>		<b>To entertain</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>Contractions *</li> <li>Possessive apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>Ed suffix endings *</li> <li>-ful or -ness – ly suffix endings</li> <li>Er and est spellings</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes – ment, ful, -less and -ly</li> <li>Contractions *</li> <li>Possessive apostrophes</li> <li>-ed suffix</li> </ul>	<ul style="list-style-type: none"> <li>Contractions *</li> <li>Possessive apostrophes</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>Present perfect form of verbs</li> <li>Adverbs to describe manner</li> <li>Fronted adverbials</li> <li>prepositions</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases *</li> <li>Subordination and coordination *</li> <li>Present tense *</li> <li>Present perfect form of verbs *</li> </ul>	<ul style="list-style-type: none"> <li>noun phrases/expanded *</li> <li>Subordination and coordination *</li> <li>Past tense *</li> <li>Prepositions</li> <li>Fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>noun phrases/expanded *</li> <li>Subordination and coordination *</li> <li>Past tense *</li> <li>Prepositions *</li> <li>Fronted adverbials *</li> <li></li> </ul>			
	<b>Punctuation</b>	<ul style="list-style-type: none"> <li>Apostrophes for singular possession</li> <li>Commas after a fronted adverbial</li> <li>Inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>exclamation marks *</li> <li>commas in a list *</li> </ul>	<ul style="list-style-type: none"> <li>comma in expanded noun phrases *</li> <li>commas after a fronted adverbial *</li> <li>inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>inverted commas</li> <li>commas after a fronted adverbial</li> </ul>			
	<b>Text/genre features</b>	<ul style="list-style-type: none"> <li>paragraphs to organise sentences</li> <li>sequenced events *</li> </ul>	<ul style="list-style-type: none"> <li>title</li> <li>fact boxes</li> <li>subheadings to sort information</li> <li>captions</li> <li>conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Sequenced events</li> <li>Paragraphs to oraginise</li> </ul>	<ul style="list-style-type: none"> <li>conjunctions to extend sentences</li> <li>paragraphs</li> </ul>			