



## WRITING PROGRESSION

### Learning Expectations:

By the end of KS1, children will have learned to:

Pupils:

- Write a range of fiction and non-fiction texts and poetry.
- Develop a wider vocabulary and use ambitious language.
- Delineate sentences with capital letters and full stops.
  - Use question marks when required.
- Use present and past tense mostly correctly and consistently.
  - Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.
  - Spell many common exception words<sup>1</sup>.
    - Use cursive handwriting.
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
  - Use spacing between words that reflects the size of the letters.
    - Revisit, evaluate and polish their writing.
  - Publish and share work to celebrate their achievements.

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<sup>1</sup> These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.





# West Hove Infants- 'Aim High and Smile'



		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YR	Skills	<ul style="list-style-type: none"> <li>• To write sounds and letters from the alphabet, segmenting and blending to spell simple words.</li> <li>• To write own name, labels, captions and explore a range of writing forms.</li> <li>• To write simple sentences and read them back.</li> <li>• To spell irregular common words and high frequency words.</li> <li>• To write sentences in meaningful contexts.</li> </ul>					
	Context	Magical Me! • The Amazing Mum	• Honey Pot	• I need a Hero!	Great Explorers	Out of the Egg	Splish! Splash! Splosh!
	Vocabulary	Book, word, title, author, illustrator, pictures, initial, sounds, phonemes, phonics, syllables, rhyme, alliteration, rhythm, letters, digraph, trigraph, story, likes, dislikes, characters, prediction, feelings, non-fiction, fiction, contents, index, blend, segment, sound buttons, beginning, middle, end, labels, information books, sentences, busy bees, pencil grip, lead-ins, lead-outs, cursive, green and orange, finger spaces, capital letters, full stops, polishing, re-reading, checking, lists, sound mats, left-to-right, sound it out, write on the lines, story S					





## West Hove Infants- 'Aim High and Smile'



### Ongoing throughout the year:

- Wonderful World of Me
- Story times
- Role play
- Cross-curricular reading
- Visits/visitors
- Celebrations throughout the year

### See also:

- Environment/Continuous provision planners
- Book corner
- Outdoor environment
- World Book Day

### ELG:

- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences, which can be read by themselves and others. Some words are spelled correctly and others are phonetically plausible.





# West Hove Infants-‘Aim High and Smile’



Y1	<b>Skills</b>	<p>Pupils:</p> <ul style="list-style-type: none"><li>• Write a range of fiction and non-fiction texts and poetry.</li><li>• Develop a wider vocabulary and use ambitious language.</li><li>• Demarcate some sentences with capital letters and full stops.</li><li>• Begin to use question marks when required.</li><li>• Write compound sentences using the coordinating conjunction 'and'.</li><li>• Segment spoken words into phonemes and represent these by known graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li><li>• Apply simple spelling rules and guidance, as listed in English Appendix 1 including Year 1 common exception words<sup>2</sup>.</li><li>• Become confident using cursive handwriting.</li><li>• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li><li>• Use spacing between words that reflects the size of the letters.</li><li>• Revisit, evaluate and polish their writing.</li><li>• Publish and share work to celebrate their achievements.</li></ul>		
	<b>Context</b>	<ul style="list-style-type: none"><li>• Beegu sentence writing</li><li>• Red Riding Hood lists</li><li>• Toys letter writing</li><li>• Fruit poetry</li><li>• Walking through the Jungle narrative</li><li>• Making sandwiches instructions</li><li>• ‘Wild Things’ story writing</li></ul>	<ul style="list-style-type: none"><li>• Stunning Start Recount</li><li>• Dragon Poems</li><li>• Dragon Catcher Non Fiction</li><li>• Traditional Tales</li><li>• Days of the week poetry</li><li>• Castle Building Instructions</li></ul>	<ul style="list-style-type: none"><li>• Traditional tales</li><li>• Flower poetry</li><li>• A Slippery Tale story writing</li><li>• Woods Mill recount</li><li>• Insect Fact-files</li></ul>

<sup>2</sup> These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.





# West Hove Infants-‘Aim High and Smile’



	<b>Vocabulary</b>	Book, word, title, author, illustrator, pictures, initial, sounds, phonemes, phonics, syllables, rhyme, alliteration, rhythm, letters, digraph, trigraph, story, likes, dislikes, characters, prediction, feelings, non-fiction, fiction, contents, index, blend, segment, sound buttons, beginning, middle, end, labels, information books, sentences, busy bees, pencil grip, lead-ins, lead-outs, cursive, green and orange, finger spaces, capital letters, full stops, polishing, re-reading, checking, lists, sound mats, left-to-right, sound it out, write on the lines, story S, Talk 4 Writing Split-digraph, nouns, verbs, adjectives, adverbs, conjunctions, questions, reviews, sequencing, vocabulary, blurb, glossary, introduction, build-up, problem, dilemma, conclusion, heading, subheading, captions, common exception words, high frequency words, spelling patterns, plural, singular, suffixes, prefixes, contractions, punctuation, question marks, exclamation marks, simile, target, self-assessment, edit, assess, peer-assessment, story map, plan
<b>Y2</b>	<b>Skills</b>	<p>Pupils:</p> <ul style="list-style-type: none"><li>• Write a range of fiction and non-fiction texts and poetry.</li><li>• Develop a wider vocabulary and use ambitious language.</li><li>• Demarcate sentences with capital letters and full stops.</li><li>• Use question marks when required.</li><li>• Use present and past tense mostly correctly and consistently.</li><li>• Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</li><li>• Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</li><li>• Spell many common exception words<sup>3</sup>.</li><li>• Use cursive handwriting.</li><li>• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li><li>• Use spacing between words that reflects the size of the letters.</li><li>• Revisit, evaluate and polish their writing.</li><li>• Publish and share work to celebrate their achievements.</li></ul>

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<b>Context</b>	<p>Non Fiction:</p> <ul style="list-style-type: none"> <li>Planet Fact files</li> <li>Astronauts</li> </ul> <p>Fiction:</p> <ul style="list-style-type: none"> <li>Stories with Imaginary Settings (The Way Back Home)</li> </ul> <p>Poetry:</p> <ul style="list-style-type: none"> <li>Alien poetry</li> </ul>	<p>Non-fiction:</p> <ul style="list-style-type: none"> <li>Guy Fawkes</li> <li>Nelson Mandela</li> <li>Remembrance Day</li> </ul> <p>Persuasive letters</p> <ul style="list-style-type: none"> <li>Team of heroes – save the school!</li> </ul> <p>Fiction:</p> <ul style="list-style-type: none"> <li>Comic strips</li> </ul>	<p>Poetry</p> <ul style="list-style-type: none"> <li>Rainforest description</li> </ul> <p>Non Fiction:</p> <ul style="list-style-type: none"> <li>Information Texts</li> </ul> <p>Narrative</p> <ul style="list-style-type: none"> <li>Stories from other cultures</li> <li>Writing for a variety of purposes</li> <li>Jonny Baxter (A jungle adventure!)</li> </ul>	<p>Fiction: Narrative</p> <ul style="list-style-type: none"> <li>The Magic pebble</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>Beach</li> </ul> <p>Non Fiction: Non Chronological Reports</p> <ul style="list-style-type: none"> <li>Brighton tour guides</li> </ul> <p>Fiction: Story writing</p> <ul style="list-style-type: none"> <li>Mr Men Stories</li> </ul>
<b>Vocabulary</b>	<p>Book, word, title, author, illustrator, pictures, initial, sounds, phonemes, phonics, syllables, rhyme, alliteration, rhythm, letters, digraph, trigraph, story, likes, dislikes, characters, prediction, feelings, non-fiction, fiction, contents, index, blend, segment, sound buttons, beginning, middle, end, labels, information books, sentences, busy bees, pencil grip, lead-ins, lead-outs, cursive, green and orange, finger spaces, capital letters, full stops, polishing, re-reading, checking, lists, sound mats, left-to-right, sound it out, write on the lines, story S, Talk 4 Writing</p> <p>Split-digraph, nouns, verbs, adjectives, adverbs, conjunctions, questions, reviews, sequencing, vocabulary, blurb, glossary, introduction, build-up, problem, dilemma, conclusion, heading, subheading, captions, common exception words, high frequency words, spelling patterns, plural, singular, suffixes, prefixes, contractions, punctuation, question marks, exclamation marks, simile, target, self-assessment, edit, assess, peer-assessment, story map, plan</p> <p>Synonym, antonym, dictionary, fluency, author’s intent, summary, resolution, paragraph, connections, similarities, differences, apostrophes, possession, parenthesis, brackets, bold, italic, rhetorical questions, metaphor, personification, statement, command, imperative verb, subordinating, co-ordinating, adverbial, expanded noun phrase, clause, onomatopoeia, acrostic, grammar</p>			

