

Whale Hill Primary School
Key Stage 1 Writing Progression

At Whale Hill Primary School, we aim to provide a high quality Writing curriculum, which will allow pupils to speak, read and write fluently so they are ready for the next phase of their education by the time they leave primary school.

Our curriculum reflects the context of our school and coincides with our school vision. We start with relentlessly high expectations to ensure pupils are closing the gap, improving and becoming successful, resilient writers. Throughout the pupil's journey in primary school, we provide them with a range of opportunities to learn and apply writing skills across the curriculum.

Our school's curriculum plan ensures all pupils access a high quality text as a driver for the writing. We then use a cycle of gather, grammar and go to teach and embed different writing skills through a unit. This cycle focuses on the features of a text, the grammar behind a text, the vocabulary that underpins the writing process as well as emphasising the importance of presentation through high expectation of handwriting and spelling so pupils are able to take responsibility for their own work. Our writing units focus around audience and purpose so pupils are able to reason and explain why they are writing in this way.

By the time pupils leave Whale Hill Primary School, we aim to ensure they are proficient, independent writers.

Key Stage 1 Writing Curriculum
Coverage Year 2

Autumn Term		Spring Term		Summer Term	
Wild by Emily Hughes Nonfiction - Bears, foxes Queens Hat/Handbag by Steve Antony Nonfiction – London Ian Bland poetry		Nibbles the book monster. Traditional tales – Goldilocks etc Alternative traditional tales – 3 horrid little pigs... The Iron man/The wild robot		Little Evie in the Wild Wood Non fiction – wolves Lila and the secret of rain Bringing the rain to Kapiti plain Non fiction – plants/weather	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Writing to entertain Writing to inform	Writing to entertain Write to inform	Writing to entertain Write to inform Write to instruct	Writing to entertain Writing to instruct	Writing to entertain Writing to inform	Writing to entertain Writing to inform
Descriptive- character and setting Diary entry Narrative Report	Narrative Recount Report Poetry	Character description Report Comparisons Instructions Narrative	Descriptive- character and setting Narrative Instructions	Setting description Narrative Report SATS	Narrative Poetry Report

Key Stage 1 Writing Curriculum
Coverage Year 1

Autumn Term		Spring Term		Summer Term	
Scaredy Squirrel Peter Rabbit Aaargh Spider! Bog Baby		Penguin Penguin and Pinecone Man on the moon How to Catch a Star		Jack and the Beanstalk The Three Little Pigs	
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Writing to Entertain Writing to inform	Writing to Entertain Writing to instruct	Writing to Entertain Writing to inform	Writing to Entertain Writing to inform Writing to instruct	Writing to Entertain Writing to instruct	Writing to
<ul style="list-style-type: none"> • Character Descriptions • Information texts 	<ul style="list-style-type: none"> • Character Descriptions • Instructional writing • Narrative (If ready) 	<ul style="list-style-type: none"> • Narrative • Information texts 	<ul style="list-style-type: none"> • Letter writing • Narrative • Instructions 	<ul style="list-style-type: none"> • Narrative • Instructions 	

Key Stage 1 Progression in skills

	<u>Year 1</u>	<u>Year 2 WTS</u>	<u>Year 2 EXS</u>	<u>Year 2 GD</u>
<u>Tone/Purpose</u>	write sentences that are sequenced to form a short narrative (real or fictional)	write sentences that are sequenced to form a short narrative (real or fictional)	write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly	write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
<u>Planning Writing</u>				
<u>Drafting</u>				make simple additions, revisions and proof-reading corrections to their own writing
<u>Editing</u>				make simple additions, revisions and proof-reading corrections to their own writing
<u>Performing</u>				
<u>Sentence Structures</u>	Simple sentences with capital letters, finger spaces and full stops.	Simple sentences with capital letters, finger spaces and full stops.	use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses ad range of punctuation taught within ks1
<u>Cohesion</u>			choosing nouns or pronouns appropriately	

			for clarify and cohesion and to avoid repetition using conjunctions.	
<u>Vocabulary Choices</u>				
<u>Tense</u>			use present and past tense mostly correctly and consistently	
<u>Punctuation</u>	SOME sentences Capital letters Full stops Finger spaces	SOME sentences Capital letters Full stops Finger spaces	MOST sentences Capital letters Full stops Finger spaces Question marks when required	Capital letters Full stops Finger spaces Question and exclamation marks when required Commas to separate in a list Apostrophe for contraction and singular possession
<u>Handwriting</u>	form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words.	form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing • use spacing between words.	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.	use the diagonal and horizontal strokes needed to join some letters.
<u>Spelling</u>	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly	segment spoken words into phonemes and represent these by graphemes, spelling many of these words	spell most common exception words* • add suffixes to spell most words correctly in their

	making phonically-plausible attempts at others • spell some common exception words*	and making phonically-plausible attempts at others • spell some common exception words*	correctly and making phonically-plausible attempts at others • spell many common exception words*	writing (e.g. –ment, –ness, –ful, –less, –ly)*
<u>Grammatical Terminology</u>			noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	