



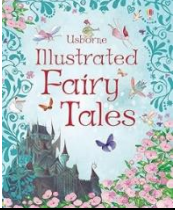





Mount Charles School Progression of Skills in Writing

Year 1

<p>Year 1 writing units</p> <p>Non-fiction Fiction Skills work Poetry I – Independent S - Scaffolded</p>	<p>Autumn 1 Dinosaur writing</p> <p>Dinosaur labelling, captions and simple sentences through dictation using the texts 'The Bedtime book of dinosaurs', 'Dinosaur Flip-Flap' and 'Mad about dinosaurs'. Could be supplemented with Harry and a bucketful of dinosaurs.</p> 	<p>Autumn 2 Supertato Character Description & imagine character description</p> <p>Supertato basic character description Using dictation, sentence stems and scaffolding.</p> <p>Own food superhero character description Using dictation, sentence stems and scaffolding.</p> <p>Include lots of speaking and listen and drama work to generate vocabulary. Including opportunity to make the food model.</p> 	<p>Spring 1 Place Value of Grammar Grammarsaurus postcard unit linked to seaside (S). Independent writing of a postcard from a place you've visited.</p> 	<p>Spring 2 The King's Pants Katie in London The London Underground. Letters Diaries Recount</p> <p>Scaffolded daily sentences to create letters and diaries from the King and the Royal Pants keeper about finding the pants. Pupils could also write replies.</p> <p>Include opportunities for a pants hunt around the school where children can write about where they found the pants.</p> 	<p>Summer 1 Usborne Illustrated Fairytales Traditional Tales</p> <p>Lots of drama and oracy to retell stories and internalise story telling language including Once upon a time, Just the, A few moments later, After that, next, They all lived happily ever after.</p> <p>Pupils to write a scaffolded retelling of a traditional tale one chunk at a time including sentence stems, scaffolding, word banks and oracy.</p> <p>Retell two fairytales and then one with a twist (change in character or ending). Use alternative fairytales.</p> 	<p>Summer 2 Zoo trip recount Retelling of a Just so Story</p> <p>Pupils to write a scaffolded recount of their visit to the zoo.</p> <p>Pupils to write a scaffolded retelling of a Just so story one chunk at a time including sentence stems, scaffolding, word banks and oracy.</p> 
<p>Sharing</p>	<p>Own class.</p>	<p>Year 2</p>	<p>Own class.</p>	<p>Parents</p>	<p>Reception</p>	<p>Parents</p>
<p>Dictation</p>	<p>Daily dictated sentences focusing on phonetic spelling, misspelt words, capital letters, full stops and red words to be taught across the year. This should address misconceptions based on marking. Focus on accurate letter formation, sitting position, pencil grip and high expectations of fingers spaces across all writing but especially dictated sentences.</p>					
<p>Phonic & Whole word spelling</p>	<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught in Reception spell common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used spell the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p>Revision of Reception key content. See RWinc Phonics Overview and Spelling overview</p>					
<p>Other word building spelling</p>	<ul style="list-style-type: none"> The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck The /ŋ/ sound spelt n before k (i.e. abnk, honk,, think, suck) Division of words into syllables (pock-et, rabb-it, carr-ot, thun-der, sun-set) 					

	<ul style="list-style-type: none"> • -tch (catch, fetch, kitchen, notch, hutch) • The /v/ sound at the end of words (live, given have) • vowel digraphs and trigraphs (ai, oi, ay, oy, e_e, e-e, i-e, o-e, u-e, ar, ee, ea, ea, er, er, ir, ur, oo, oo, oa, oe, ou, ow, ow, ue, ew, ie. i.e, igh, or, ore, aw, au, air, ear, ear, are) • 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 (grander, grandest, fresher, freshest, quicker, quickest) • words ending in y (very, happy, funny, party, family) • consonant spellings ph and wh (dolphin, alphabet, phonics, elephant, when, were, which, wheel, while) • using the prefix un– (unhappy, undo, unload unfair, unlock) • Using the k to make a c sound before e, i, y instead of a c (kent, sketch, kit, skin, frisky) • Compound words (football, playground, farmyard, bedroom, blackberry) • apply simple spelling rules and guidance from Appendix 1 					
Transcription	<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. 					
Handwriting	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting ‘families’ and to practise these • leaving spaces between words 					
Contexts for Writing	<ul style="list-style-type: none"> • writing labels, lists and simple sentences. 			<ul style="list-style-type: none"> • sequence sentences to retell an event or narrative. 		
Planning Writing	<ul style="list-style-type: none"> • write sentences by saying out loud what they are going to write about • compose a sentence orally before writing it 					
Drafting Writing				sequence sentences to form short narratives		
	<ul style="list-style-type: none"> • re-read what they have written to check that it makes sense 					
Editing Writing	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 					
Performing Writing	<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 					
Word		<ul style="list-style-type: none"> • uses regular plural noun suffixes s and correctly understand how it change the meaning. • adds verb suffix ing where the root word is unchanged accurately. 	<ul style="list-style-type: none"> • uses regular plural noun suffixes s and correctly understand how it change the meaning. 	<ul style="list-style-type: none"> • uses regular plural noun suffixes (-s, -es) correctly understands how they change the meaning (boxes and foxes need to occur in the pants treasure hunt). • adds verb suffix ed where the root word is unchanged accurately. • adds verb suffix ing where the root word is unchanged accurately. 	<ul style="list-style-type: none"> • adds verb suffix ing where the root word is unchanged accurately. • adds verb suffix ed where the root word is unchanged accurately. • uses regular plural noun suffixes s and correctly understand how it change the meaning. 	<ul style="list-style-type: none"> • adds verb suffix er where the root word is unchanged accurately (i.e. helper). • adds verb suffix ing where the root word is unchanged accurately. • adds verb suffix ed where the root word is unchanged accurately. • knows how the un- prefix to changes meaning of adjectives/adverbs and uses these words correctly within writing.

				<ul style="list-style-type: none"> • knows how the un- prefix to changes meaning of adjectives/adverbs and uses these words correctly within writing. • uses regular plural noun suffixes s and correctly understand how it change the meaning. 		<ul style="list-style-type: none"> • uses regular plural noun suffixes s and correctly understand how it change the meaning.
Sentence	<p>combines words to make sentences, including using and to join words and clauses.</p> <ul style="list-style-type: none"> • introduction to sentence demarcation using . • introduced to capital letters for sentences, names of people, places, the days of the week and the personal pronoun 'I') 	<ul style="list-style-type: none"> • introduced to capital letters for sentences, names of people, places, the days of the week and the personal pronoun 'I') • introduction to sentence demarcation using . combines words to make sentences, including using and to join words and clauses. 	<ul style="list-style-type: none"> • introduced to capital letters for sentences, names of people, places, the days of the week and the personal pronoun 'I') combines words to make sentences, including using and to join words and clauses. • introduction to sentence demarcation using . 	<ul style="list-style-type: none"> • introduction to sentence demarcation using ? • introduced to capital letters for sentences, names of people, places, the days of the week and the personal pronoun 'I') combines words to make sentences, including using and to join words and clauses. • introduction to sentence demarcation using . 	<p>combines words to make sentences, including using and to join words and clauses.</p> <ul style="list-style-type: none"> • introduction to sentence demarcation using . 	<p>combines words to make sentences, including using and to join words and clauses.</p> <ul style="list-style-type: none"> • introduction to sentence demarcation using . introduction to sentence demarcation using ?
Text				Sequencing sentences to form short narratives		
Punctuation	<ul style="list-style-type: none"> • separate words with spaces • Start sentences with capital letters • Finish sentences with full stops 	<ul style="list-style-type: none"> • separate words with spaces • Start sentences with capital letters • Finish sentences with full stops 	<ul style="list-style-type: none"> • separate words with spaces • Start sentences with capital letters • Finish sentences with full stops 	<ul style="list-style-type: none"> • separate words with spaces • Start sentences with capital letters • Finish sentences with full stops • Use ? for questions 	<ul style="list-style-type: none"> • separate words with spaces • Start sentences with capital letters • Finish sentences with full stops 	<ul style="list-style-type: none"> • separate words with spaces • Start sentences with capital letters • Finish sentences with full stops • Use ? for questions
Terminology for pupils to use and understand	letter, capital letter, word, , sentence, punctuation, full stop,	singular, plural, letter, capital letter, word, , sentence, punctuation, full stop,	singular, plural, letter, capital letter, word, , sentence, punctuation, full stop,	question mark, singular, plural, letter, capital letter, word, , sentence, punctuation, full stop,	question mark, singular, plural, letter, capital letter, word, , sentence, punctuation, full stop,	question mark, singular, plural, letter, capital letter, word, , sentence, punctuation, full stop,
Statutory word lists to be covered.	a, the, to, no, some, one, most, grass, move, of, no, are, kind, old, plant,	Christmas, do, today, be, he, ask, put, you, push, pull, both, many, break, I, last, move, sure,	some, so, by, were, was, is, house, our, great, busy, path, even	said, says, she, he, his, so, here, full, behind, whole, cold, every, again, pass, could, would, should, who, Mr, Mrs	they, come, has, go, there, door, poor, find, floor, any, wild, climb, clothes, pretty, beautiful, after, fast, past, water, prove, improve,	your, me, we, my, once, friend, school, where, love, mind, because, child/children, hold, told, people, class, grass, hour, parents, everybody **gold, steak, father, bath, half, money, sugar, eye