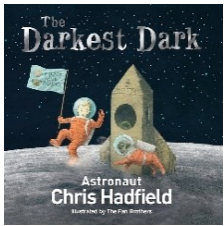
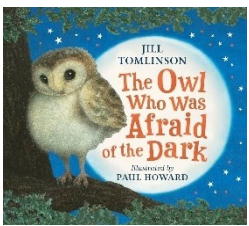
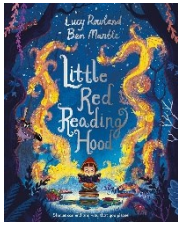
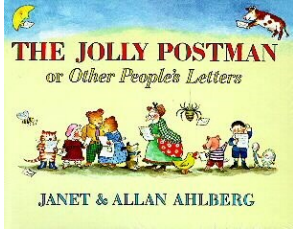
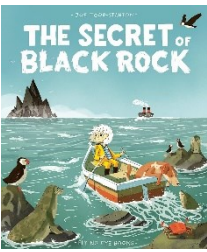
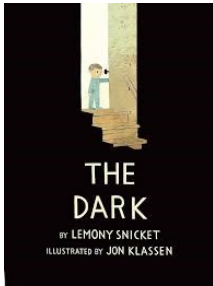
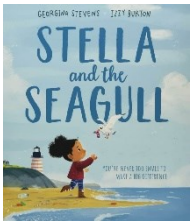
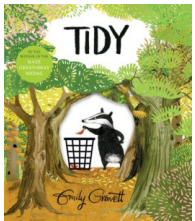


Tucana (Y1/2) – Writing Progression Map

	Term 1/2	Term 3/4	Term 5/6
Core Texts	  Poetry unit – Firework Night Enid Blyton	 	 Unit 9 – Pond Dipping – Opening doors – write mummy fell into the sea etc.
Linked texts / theme	Overcoming Fear  	Fairy tales 	The sea and conservation    
Writing opportunities	Writing about a special event, Instructions, Autobiography, Overcoming fear story	A telling off, a book recommendation, how to spot a wolf in disguise, letter writing from a fairy tale character	Warning poster, simple recount, information writing, humorous poem
Vocabulary, grammar and punctuation			
Statutory Requirements	Y1 Develop their understanding of the concepts set out in English Appendix 2 by: - o leaving spaces between words - o joining words and joining clauses using and - o beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - o using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - o learning the grammar for year 1 in English Appendix 2 - o use the grammatical terminology in English Appendix 2 in discussing their writing. Y2 Develop their understanding of the concepts set out in English Appendix 2 by: - o learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and commas for lists Learn how to use: - o sentences with different forms: statement, question, exclamation and command - o expanded noun phrases to describe and specify [for example, the blue butterfly] Use of the past tense	Y1 Develop their understanding of the concepts set out in English Appendix 2 by: - o leaving spaces between words - o joining words and joining clauses using and - o beginning to punctuate sentences using a capital letter and a full stop or question mark - o using a capital letter for names of people and the personal pronoun 'I' - o learning the grammar for year 1 in English Appendix 2 - o use the grammatical terminology in English Appendix 2 in discussing their writing. Y2 Develop their understanding of the concepts set out in English Appendix 2 by: - o learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and commas for lists Apostrophes for the contracted form and singular possessive Use of present and progressive tense Learn how to use: - o sentences with different forms: statement, question, exclamation and command - o expanded noun phrases to describe and specify [for example, the blue butterfly]	Y1 Develop their understanding of the concepts set out in English Appendix 2 by: - o leaving spaces between words - o joining words and joining clauses using and - o beginning to punctuate sentences using a capital letter and a full stop or question mark - o using a capital letter for names of people and the personal pronoun 'I' - o learning the grammar for year 1 in English Appendix 2 - o use the grammatical terminology in English Appendix 2 in discussing their writing. Y2 Develop their understanding of the concepts set out in English Appendix 2 by: - o learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks and commas for lists Apostrophes for the contracted form and singular possessive Use of present and progressive tense Learn how to use: - o sentences with different forms: statement, question, exclamation and command - o expanded noun phrases to describe and specify [for example, the blue butterfly]

Tucana (Y1/2) – Writing Progression Map

	subordination (using when, if, that, or because) and coordination (using or, and, or but) o the grammar for year 2 in English Appendix 2 o some features of written Standard English	Use of the past tense subordination (using when, if, that, or because) and coordination (using or, and, or but) o the grammar for year 2 in English Appendix 2 o some features of written Standard English	Use of the past tense subordination (using when, if, that, or because) and coordination (using or, and, or but) o the grammar for year 2 in English Appendix 2 o some features of written Standard English
Word	<u>Y1</u> <u>Y2</u> Use of the suffixes -er and -est in adjectives	<u>Y1</u> Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) <u>Y2</u> Use of the suffixes -er and -est in adjectives The use of -ly in standard English to turn adjectives into adverbs	<u>Y1</u> Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun How the prefix un– changes the meaning of verbs and adjectives [negation for example, unkind, or undoing: untie the boat] <u>Y2</u> Use of the suffixes -er and -est in adjectives The use of -ly in standard English to turn adjectives into adverbs Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less
Sentence	<u>Y1</u> How words can combine to make sentences Joining words and starting to join clauses using and <u>Y2</u> Be aware of subordination (using when, if, that, because) and co-ordination (using or, and, but) Know what an expanded noun phrase is How the grammatical patterns in a sentence indicate its function as a statement, question or command	<u>Y1</u> How words can combine to make sentences Joining words and joining clauses using and <u>Y2</u> Use some subordination (using when, if, that, because) and co-ordination (using or, and, but) Use expanded noun phrases for description [for example, the blue butterfly] How the grammatical patterns in a sentence indicate its function as a statement, question or command	<u>Y1</u> How words can combine to make sentences Joining words and joining clauses using and (only when appropriate) <u>Y2</u> Accurately use subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, command or exclamation
Text	<u>Y1</u> Sequencing sentences to form short narratives <u>Y2</u> Correct choice and consistent use of present tense and past tense throughout writing	<u>Y1</u> Sequencing sentences to form short narratives <u>Y2</u> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present tense to mark actions in progress	<u>Y1</u> Sequencing sentences to form short narratives <u>Y2</u> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present tense to mark actions in progress
Punctuation	<u>Y1</u> Separation of words with spaces Introduction to capital letters, full stops and question marks to demarcate sentences	<u>Y1</u> Separation of words with accurately sized spaces Recap of capital letters, full stops and question marks to demarcate sentences	<u>Y1</u> The use of capital letters, full stops and question marks to demarcate sentences and the introduction of exclamation marks to demarcate sentences

Tucana (Y1/2) – Writing Progression Map

	Capital letters for names and for the personal pronoun I <u>Y2</u> Sometimes use capital letters, full stops, question marks to demarcate sentences Be aware of commas to separate items in a list	Capital letters for names and for the personal pronoun I <u>Y2</u> Frequently use capital letters, full stops, question marks to demarcate sentences Use commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	Capital letters for names and for the personal pronoun I <u>Y2</u> Most of the time accurately use of capital letters, full stops, question marks to demarcate sentences Accurately use commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use of exclamation marks to demarcate sentences
Terminology	<u>Y1</u> Letter, capital letter, word, sentence, punctuation, full stop, question mark <u>Y2</u> Noun, noun phrase, statement, question, command, adjective, verb, suffix, adverb, tense (past, present)	<u>Y1</u> Letter, capital letter, word, sentence, punctuation, full stop, question mark <u>Y2</u> Noun, noun phrase, statement, question, command, adjective, verb, suffix, adverb, tense (past, present), compound, apostrophe, comma	<u>Y1</u> Letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark <u>Y2</u> Noun, noun phrase, statement, question, command, adjective, verb, suffix, adverb, tense (past, present), compound, apostrophe, comma, exclamation
Composition			
Statutory Requirements	<u>Y1</u> Write sentences by: - o saying out loud what they are going to write about - o composing a sentence orally before writing it - o sequencing sentences to form short narratives - o re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher. <u>Y2</u> develop positive attitudes towards and stamina for writing by: - o writing narratives about personal experiences and those of others (real and fictional) - o writing about real events - Writing poetry - o writing for different purposes • consider what they are going to write before beginning by: planning or saying out loud what they are going to write about - o writing down ideas and/or key words, including new vocabulary - o encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: - o evaluating their writing with the teacher and other pupils - o re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - o proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] • read aloud what they have written with appropriate intonation to make the meaning clear.		