



Writing Progression by Year Group

YEAR 1

TEXT STRUCTURE	SENTENCE CONSTRUCTION	WORD STRUCTURE/LANGUAGE	PUNCTUATION	TERMINOLOGY
Consolidate Reception list	Consolidate Reception list	Consolidate Reception list	Consolidate Reception list	Consolidate:
Introduce:	Introduce:	Introduce:	Introduce:	Finger spaces
FICTION:	Types of sentence:	Prepositions:	Capital letters:	Letter
Storymapping – Introduce 3 part stories.	Statements Questions Exclamations	<i>inside</i> <i>outside</i> <i>towards</i> <i>across</i> <i>under</i>	Capital letter for writing names Capital letter for the personal pronoun To demarcate sentences	Word
Planning Tools: <i>Story map</i> (refer to story-type grids)	Simple Connectives:	Determiners:	Full stops	Sentence
Plan opening around: <i>character(s), setting, time of day and type of weather</i>	<i>and</i> <i>or</i> <i>so</i> <i>because</i> <i>so that</i> <i>then</i> <i>that</i>	<i>The a my you're an this that his her their some all lots of many more those these</i>	Questions marks	Full stops
Writing- <i>beginning/ middle/ end to a story</i>	Also as openers:	Adjectives to describe e.g. <i>The old house...</i> <i>The huge elephant...</i>	Exclamation marks	Capital letter
Understanding - <i>introduce 5 parts to a story:</i> Opening <i>Once upon a time...</i> Build up <i>One day...</i> Problem/Dilemma <i>Suddenly,.../Unfortunately...</i> Resolution <i>Fortunately,...</i> Ending <i>Finally,...</i>	<i>While...</i> <i>When...</i> <i>Where...</i>	Alliteration e.g. <i>Dangerous Dragon</i> <i>Slimy Snake</i>	Speech bubble	Simile-'like'
	-‘ly’ openers <i>Fortunately,... Unfortunately,.</i> <i>Sadly</i>	Similes using as...as... e.g. <i>as tall as a House</i> <i>as red as a Radish</i>	Bullet points	Introduce:
	Simple sentences e.g. <i>I went to the park.</i> <i>The castle is haunted.</i>	Precise, clear language to give information e.g. <i>First, switch on the red button.</i> <i>Next, wait for the green light to flash...</i>		Punctuation
NON-FICTION:	Embellished simple sentences using adjectives			Questions mark
				Exclamation mark
				Speech bubble
				Bullet points
				Adjective
				Verb
				Connective
				Alliteration

Planning Tools: Sue Palmer text maps • Heading • Introduction <i>Opening factual statement</i> • Middle section(s) <i>Simple factual sentences around a theme</i> <i>Bullet points for instructions</i> <i>Labelled diagrams</i> • Ending <i>Concluding sentence</i>	e.g. <i>the giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i> Compound sentences using connectives (coordinating conjunctions) and/but/so e.g. <i>The children played on the swings and slid down the slide.</i> <i>Charlie hid but Sally found him.</i> <i>It was raining so they put on their coats.</i> Complex sentences: Use of 'who' (relative clause) e.g. <i>Once upon a time there was a little old woman who lived in a forest.</i> <i>There are many children who like to eat ice cream.</i> 'Run'- Repetition for rhythm e.g. <i>He walked and he walked.</i> Repetition for description e.g. <i>a lean cat, a mean cat</i> <i>a green dragon, a fiery dragon</i>	Suffixes that can be added to verbs (e.g. help - helping, helped, helper) Begin to understand (Orally): How the Prefix un-changes the meaning of verbs and adjectives (negation, e.g. unkind or undoing, e.g. untie the boat)		Simile- 'as'
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