

## Hunton CEP School Writing Progression Document

Year Group: Bannerman (YR 1/2)

Year A

| Term 1  | Term 2  | Term 3   | Term 4  | Term 5   | Term 6   |
|---|---|--|---|--|--|
| <p>Big Write Genre:<br/><b>Diary Entry</b></p> <ul style="list-style-type: none"> <li>• <i>Past tense</i></li> <li>• <i>First person pronouns</i></li> <li>• <i>Chronological Order</i></li> <li>• <i>Fronted adverbials</i></li> <li>• <i>Time conjunctions</i></li> </ul>   | <p>Big Write Genre:<br/><b>Story writing</b></p> <ul style="list-style-type: none"> <li>• <i>Adjectives and adverbs</i></li> <li>• <i>Full stops and capital letters</i></li> <li>• <i>Description</i></li> <li>• <i>Beginning, middle and ending</i></li> </ul>  | <p>Big Write Genre:<br/><b>Non-Chronological Report</b></p> <ul style="list-style-type: none"> <li>• <i>Present Tense</i></li> <li>• <i>Statements</i></li> <li>• <i>Third person</i></li> <li>• <i>Full stops capital letters (increasing accuracy)</i></li> <li>• <i>Connectives</i></li> </ul>    | <p>Big Write Genre:<br/><b>Letter Writing (formal and informal)</b></p> <ul style="list-style-type: none"> <li>• <i>Features of a letter</i></li> <li>• <i>Persuasive language</i></li> <li>• <i>Different Sentence types</i></li> <li>• <i>Fronted Adverbials</i></li> </ul>                         | <p>Big Write Genre:<br/><b>Story Writing</b></p> <ul style="list-style-type: none"> <li>• <i>Adjectives and adverbs</i></li> <li>• <i>Use of imagery</i></li> <li>• <i>Description</i></li> <li>• <i>Variety of sentence structure</i></li> <li>• <i>Connectives</i></li> <li>• <i>Beginning, middle and ending</i></li> <li>• <i>Verbs and Adverbs</i></li> </ul> | <p>Big Write Genre:<br/><b>Poetry</b></p> <ul style="list-style-type: none"> <li>- <i>Adjectives</i></li> <li>- <i>Awareness of commas</i></li> <li>- <i>Awareness of rhythm</i></li> <li>- <i>Description</i></li> </ul>  |
| <p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Focus on correct construction of simple <b>sentences</b>, inserting a <b>capital letter</b> and <b>full stop</b> appropriately.</p> <p>Introduce the <b>apostrophe</b> for a contracted form <i>e.g. don't, can't, haven't</i>; also to mark singular possession in nouns <i>e.g. the girl's name</i>.</p> | <p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Focus on correct construction of simple <b>sentences</b>, inserting a <b>capital letter</b> and <b>full stop</b> appropriately.</p> <p>Introduce the <b>apostrophe</b> for a contracted form <i>e.g. don't, can't, haven't</i>; also to mark singular possession in nouns <i>e.g. the girl's name</i>.</p> | <p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>To use Proper nouns in context</p> <p>To use pronouns correctly (his/him, hers/she/ their)</p> <p>Focus on correct construction of simple <b>sentences</b>, inserting a <b>capital letter</b> and <b>full stop</b> appropriately.</p> | <p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>sentences with different forms: <b>statement, question, exclamation</b> and <b>command</b>.</p> <p>Focus on correct construction of simple <b>sentences</b>, inserting a <b>capital letter</b> and <b>full stop</b> appropriately.</p> | <p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Focus on correct construction of simple <b>sentences</b>, inserting a <b>capital letter</b> and <b>full stop</b> appropriately.</p> <p>Introduce the <b>apostrophe</b> for a contracted form <i>e.g. don't, can't, haven't</i>; also to mark singular</p>   | <p><i>Skills, Knowledge and Understanding coverage:</i></p> <p>Sentences with different forms: <b>statement, question, exclamation</b> and <b>command</b></p> <p>Expanded nouns phrases to describe and specify [e.g. the blue butterfly]</p> <p>To use Alliteration</p> |

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|---|--|---|---|--|--|
| To use past tenses correctly and consistently | <p>Introduction of Adjectives</p> <p>sentences with different forms: <b>statement, question, exclamation</b> and <b>command</b>.</p> <p>The present tense correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>Y2- To begin to use paragraphs to link a series of thoughts together.</p> | Y2- To begin to use paragraphs to link a series of thoughts together. | Y2- To begin to use paragraphs to link a series of thoughts together. | <p>possession in nouns <i>e.g. the girl's name</i>.</p> <p>sentences with different forms: <b>statement, question, exclamation</b> and <b>command</b></p> <p>The present tense correctly and consistently including the progressive form</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> | Y2- To begin to be aware of commas for lists |
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