

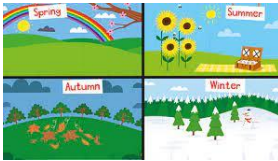





**Year 1 English Progression Document**

Every year group will start the Autumn term completing the Grammarsaurus: The Place Value of Punctuation and Grammar unit. This will then be revisited and recapped throughout the rest of the year to supplement the grammar teaching in our writing journeys. The overview for this unit can be found here: [Ready for PVPG - Year 1 Overview.pdf](#)

Term	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Theme</b>	All creatures great and small 	Moments in History 		Seasons 		Toys 		What is it like to live in Shanghai? 		Excellent Explorers 	
<b>Text Drivers</b>	Supermarket zoo	Vlad and the Great Fire of London		Seasons		Tatty Ratty		Goldilocks and the Three Bears		The Clockwork Dragon	
<b>Link texts</b>	Variety of non-fiction texts about animals Tidy The Koala Who Could Lion Inside Monkey and Me	Frances the Firefly Flashing Fire Engines The Baker's Boy and the Great Fire of London		The Leaf Thief The Memory Tree Percy the Park Keeper Stickman		Traction Man is Here		The Tale of Peter Rabbit		Zog Tell me a dragon	
<b>Mini / Short Writing Outcome(s) and purpose</b>	Recount of Spirit of the wild (I held a...).	Recounts from other characters in the story.	Fire safety information (small sections)	Information about the other three seasons	Poetry about the other seasons	Retelling short scenes from Tatty Ratty	Simple instructions linked to tasks completed in class	Retelling short scenes from Goldilocks and the Three Bears	Information about what life is like in Shanghai	Retelling of The Clockwork Dragon before any tweaks are made	Recount of recent school events, e.g. sports day
<b>Longer / Main Writing Outcome(s) and purpose</b>	Recount: Recount of trip to Marwell Zoo	Recount: Boxton's recount of the GFOL	Explanation: Fire safety poster	Report: Information leaflet about Winter (linked to science)	Poetry: Poetry about the weather or the seasons	Narrative: Retell the story of Tatty Ratty	Instructions: How to make a puppet (linked to DT)	Narrative: Retell the story of Goldilocks and the Three	Report: What is life like in China? (linked to geography)	Narrative: Story based on the text Clockwork Dragon with a twist	Recount: Recount of the trip to St Harold Hillier Gardens

								Bears....with a twist			
<b>Audience</b>	Share recounts with Year 6 because they will be going to Marwell in Spring.	Share recount with partner class.	To be displayed around school for other children.	Display to be created to with Science work on seasons.	Create a poetry anthology for the library.	Share stories with partner class.	Share with the children in Year 2 who can follow the instructions.	Fans of Goldilocks and the Three Bears.	Display to be created to with cross curricular work on China.	Share stories with a partner class during ERIC.	To share with parents.
<b>Learning from previous year/s</b>	<a href="https://copnorprimarycouk.sharepoint.com/:w:/s/EnglishSubjectLeadership/EdIZIQKWvjZliva1cGv7zQwBf24OfvksQuE7_I6anoAw?e=6j8Dbp">https://copnorprimarycouk.sharepoint.com/:w:/s/EnglishSubjectLeadership/EdIZIQKWvjZliva1cGv7zQwBf24OfvksQuE7_I6anoAw?e=6j8Dbp</a>										
<b>Grammatical Features</b>	Capital letter 'I'  Capital letters to start a sentence  full stops to demarcate sentences  finger spaces  applying phonetic knowledge accurately to support spelling	First person and past tense consistently  Capital letter 'I'  full stops to demarcate sentences  applying phonetic knowledge accurately  use of 'and'	Capital letter 'I'  full stops  understanding of word classes to develop sentence structure  applying phonetic knowledge accurately to support spelling  use of 'and'  command sentences  questions	Write in simple present tense  Verb: to be - is and are  Join clauses with 'and'  Spelling '-er' and '-est'	Understanding word classes  Making vocabulary choices appropriate to the poem	Third person and past tense consistently  Conjunctions to join ideas and create variety in sentence structure  accurate construction of sentences – subject and verb  applying	Command sentences  accurate construction of sentences – verb and subject  applying phonetic knowledge accurately	Third person and past tense consistently  Simple past tense –ed  Exclamation mark  -s and –es suffix for plural nouns	Write in simple present tense  Verb: to be - is and are  Join clauses with 'and'  Spelling '-er' and '-est'  use conjunction 'but'	Simple past tense –ed spelling  Use 'and' to join clauses  Use a range of adjectives to describe and form simple noun phrases  Use an exclamation mark to show surprise and emphasis	Simple past tense – ed verbs  using the spelling rule for adding –s or –es as the plural  Use an exclamation mark to show surprise and emphasis  prefix un–changes the meaning of verbs and adjectives  using 'and' to join clauses

						phonetic knowled ge accurate ly  simple noun phrases					
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Narrative	Recounts	Explanation Texts	Instruction / procedural	Persuasive Texts	Reports	Poetry
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