



Friskney All Saints C of E Primary Academy

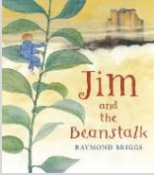
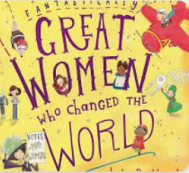
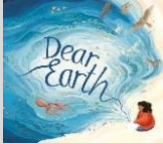
Our Christian school vision

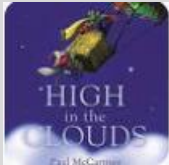
Our small rural school welcomes and includes everyone as a child of God. We recognise that every person has value and deserves the best we can give. Our education explores old and new horizons and strives to deliver a rigorous curriculum of excellence so that each person is empowered to realise their gifts to the full. We offer challenge, support and loving commitment so that each person can engage in the world with resilience, hope and wisdom. We have faith in God and faith in each other.

Our Christian Values are:

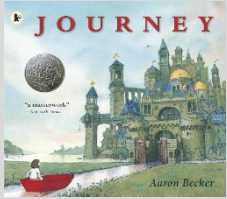
**Trust
Hope
Love
Kindness
Respect**

Year 1 & 2 Writing Progression Document: Year B

	Autumn Term 1		Autumn Term 2	
Text	<i>Jim and the Beanstalk</i> by Raymond Briggs (3-4 weeks)  Genre: picture book fiction/a twist on a traditional tale Themes: kindness, thankfulness	<i>Great Women Who Changed The World</i> by Katei Pankhurst (3-4 weeks)  Genre: Non fiction information text. Curriculum Links - History	<i>Dear Earth</i> by Isabel Otter and Clara Anganuzzi (3 weeks)  Genre: fiction/letter writing Outcome: thought bubbles, captions, letter writing, information leaflets Themes: environmental issues, hope, justice, compassion.	<i>Polar Express</i> By Chris Van Allsburg (4 weeks)  Genre: picture book Themes: Friendship and empathy , childhood wonder
Main outcome	Narrative		Letter	
Other outcomes (Short Bursts/revisit writes)	A retell of the story, character description and plot changes, thought bubbles and informal letters		Fact files, biography, own invention/ change to the world, poetry	
Audience/ Form Fiction Non-fiction	- Character descriptions - Thought bubbles - Descriptive passages - Re-tell of the story		- Poems - Setting description - Thought bubbles - Captions	
Purpose	To entertain		To inform	
Grammar and Spelling coverage: <i>*Indicates coverage and retrieval from previous units groups/previous taught lessons.</i>	Word/spelling	-ed, -ing suffix endings - Segment words for spelling - Select correct use of GPCs	-ed, -ing, -er, -est suffix endings -es, -s for plural nouns - Segment words for spelling - Select correct use of GPCs	- Ed suffix endings * -ful or -ness suffix endings - Segment words for spelling - Select correct use of GPCs
	Sentences	- Use of subordination and co-ordination - Expanded noun phrases for description - Present and past tense - Use of appropriate adjectives to describe	- Accurate use of past and present tense - Coordinating conjunctions (and but or)	- subordinate and coordinating conjunctions * - present tense
	Punctuation	- capital letter and full stops - exclamation marks	- Capital letters and full stops - Question marks	- capital letter and full stops - commas in a list *
	Text/genre features	- first person pronouns/ third person - sequenced events - clear plot beginning, middle and end.	- Use of Dear to open - Statement sentences - Question sentences	- title - sub headings - conjunctions

	Spring Term 1		Spring Term 2	
Text	<i>Ocean Meets the sky</i> by Fan Brothers (3 weeks) 		<i>The true story of the 3 little pigs</i> by Jon Scieszka (3-4 weeks) 	
	Genre: fantasy fiction picture book Themes: love and loss		Genre: picture book fiction/a twist on a traditional tale Themes: testing perceptions	
			<i>Where the Wild Things Are</i> by Maurice Sendak (2-3 weeks) 	
			Genre: Picture book Themes: emotions Cross-curricular links: history	
			<i>High In The Clouds</i> by Paul McCartney (3 weeks) 	
			Genre: adventure and fantasy Themes: environment, loss, Cross Curricular Links- History (Explores)	
Main outcome	Fantasy narrative		First person retell	
Other outcomes (Short Bursts/revisit writes)	Setting and character description, labels, diary entry, postcard, Captain’s log and dialogue (speech bubbles).		First person narrative/own version of the traditional tale, character profiles, recipe	
Audience/ Form	- Logbook entry from the boys POV. - Diary writing from the boy - Postcard - Setting description		- First person re-tell - Character profiles - Instruction writing	
Fiction			- Thought bubbles from wild things - Postcard - Setting description -alternative setting	
Non-fiction				
Purpose	To Entertain		To entertain	
Grammar and Spelling coverage:	Word/spelling	- Suffixes -ness and -er - Correct use of GPCs - Segment for spelling -ed suffix endings	To entertain	-ed, -ing, -er, -est suffix endings -es, -s for plural nouns - Segment words for spelling - Select correct use of GPCs
*Indicates coverage and retrieval from previous year groups/previous taught writing sequences.		- subordination and co-ordination * - expanded noun phrases * - exclamation and command type sentences - past tense		- expanded noun phrases/noun phrases * - verbs (imperative) - past tense verbs * - exclamation type sentences (how and what and a verb)
	Sentences		To inform	
			- Suffixes -ly, -ful and –less - Words ending in –tion	
			- Write a simple and compound sentence (commas to mark phrases or clauses). - Teach different sentence types -command type sentences (starting with an imperative verb) -statement type sentences - Know, identify and apply nouns, verbs and adjectives: use imperative verbs	
			- Poetry – acrostic - Character description – heroic or villainous - Instructions – how to find animalia	
			To inform	
			- Recognise and write different sentence types:-statement-question-exclamation (how or what and a verb) -command * - Use interesting verbs when writing	

	Punctuation	- exclamation marks • capital letters and full stops * • commas to separate a list *	- capital letter and full stops * • exclamation marks * • capital letters for proper nouns • commas in a list	- Use expanded noun phrases * - Use time connectives to sequence: <i>first/secondly/next/then/after that/finally</i>. - Use subordination and coordinating conjunctions to extend sentence: <i>and/so/because/but/or/that/when/while/if</i>. * - Use of bullet points - Use commas in list * - Use contractions (apostrophes) - Use adverbs to describe the verbs they are using	- Capital letters - Full stops - Question marks - Commas to mark phrases or clauses - Apostrophes to show singular possession Apostrophes to mark contracted forms in spelling and singular possession in nouns
	Text/genre features	- third person - conjunctions to extend sentences - sequenced events	- titles • sequenced steps • time connectives • imperative verbs *	- statement of purpose, list of materials or ingredients, sequential steps, - direct/imperative language - use of adjectives and adverbs limited to giving essential information - emotive/value-laden language not generally used - Write simple instructions independently e.g. getting to school, playing a game	- Correct choice and consistent use of present tense and past tense throughout writing - Use of correct homophones when writing

	Summer Term 1		Summer Term 2	
Text	<i>Little People Big Dreams</i> <i>Mae Jemison</i> by Maria Vegara (3 weeks)  Genre: non-fiction information text Themes: protected characteristics, perseverance Cross-curricular links: history,	<i>The Pirates Next Door</i> by Jonny Duddle (3-4 weeks)  Genre: Adventure fiction Themes: friendship, diversity, empathy	<i>Journey</i> by Aaron Becker (3-4 weeks)  Genre: Wordless picture book Themes: self-determination, friendship	Woodland themed texts (UK) (3 Weeks)  Genre: Non-fiction Cross-curricular links: geography, science
Main outcome	Informal/formal letter	Diary Entry	Adventure story	Non chronological report
Other outcomes (Short Bursts/revisit writes)	guidebook, information leaflet, fact cards, postcards, biographies, diary, informal/ formal letters, reports	adventure story, setting descriptions, thought bubbles, recount, diary entries	adventure story, setting descriptions, thought bubbles, recount, diary entries	Non chron reports on woodland animals, fact files
Audience/ Form	- Guidebook - information leaflet, - fact cards, - postcards,	Diary entry – any character - Setting description - Thought bubble - recount	Fiction Picture book Imaginative	Fact files Information boxes
Fiction				
Non-fiction				

	• biographies, • diary, • informal/ formal letters, • reports				
Purpose	To Inform		To inform	To Entertain	To inform
Grammar and Spelling coverage: <i>*Indicates coverage and retrieval from previous year groups/previous taught writing sequences.</i>	Word/spelling	• - Correct use of GPCs • Segment for spelling	• Correct use of GPCs • Segment for spelling • Use past tense verbs: ed, er, ing, est •	• -ed, -ing, -er, -est suffix endings • -es, -s for plural nouns • Segment words for spelling • Select correct use of GPCs • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of	• Correct use of GPCs • Segment for spelling • -ed suffix endings *
	Sentences	• Expanded noun phrases * • Subordination and coordination * • Present tense * •	• Use coordinating/ subordinating conjunctions.* • Understand and write simple and compound sentences * • Know and use different sentence types: statements, exclamations, questions • know and use expanded noun phrases * • use of proper and common nouns * •	• 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, exclamation or command	• Present tense • • Expanded noun phrases * • • Verbs * • • Subordination and coordination *
	Punctuation	• Apostrophes for singular possession • capital letters and full stops * • question marks	• use contractions, apostrophes to use the contracted form *	• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark • Apostrophes for singular possession in nouns [for example, the girl’s name] •	• apostrophes for contractions * • exclamation marks * • capital letters and full stops * • capital letters for proper nouns *
	Text/genre features	• conjunctions • Dear ... • Statement type sentences • Question marks	• start to develop the use of paragraphing • use emotive language to describe thoughts and feelings *	• Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] •	• sub headings • diagrams • labels, list and captions