

## Thurnby Mead Writing Progression Document Year 1

Year group, term and weeks	Books/Texts Used	Themes (including safeguarding themes)	Genre/Purpose	Audience	Form/Outcome	Grammar embedded	Continuous Provision Links	Speaking and listening/ oracy opportunities.
<p><b>Autumn 1</b></p> <p>7 weeks &amp; 2 days</p>	<p>The Nature Trail by Benjamin Zephaniah</p>	<p>Nature</p> <p>Animals/insects</p>	<p>Non-Fiction</p> <p>6 weeks</p>	<p>Year 1 children</p>	<p>Alternative introduction</p> <p>Some children not ready to write – scaffold and support</p> <p>Short Write opportunities:</p> <ul style="list-style-type: none"> <li>- Names of creatures</li> <li>- Sentences about who can go in the garden</li> <li>- Speech bubbles</li> <li>- Description of mini-beasts</li> <li>- Rhyming word sentences</li> <li>- Description of actions in the garden</li> </ul>	<p>Write simple sentences</p> <p><i>Conjunction use- and stretch for GD children</i></p> <p>CL and FS</p> <p><i>Rhyming words</i></p> <p>Verbs- prefixes and suffixes</p> <p><i>EG. Kind/unkind to the animals.</i></p> <p><i>Tie/Untie shoelaces.</i></p> <p><i>Lots of prepositions done</i></p> <p>CL and FS</p>	<p>Create a minibeast from the book and label it.</p> <p>Writing labels for models and pictures.</p>	<p>Small world</p> <p>Role Play</p> <p>Oral retelling of the story.</p> <p>Talk partners.</p> <p>Shared Reading</p> <p>Local Area Walk-discussion</p>



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<b>Autumn 2</b> <b>8 weeks</b> <b>(1 week Christmas focus)</b>	The Room on the Broom by Julia Donaldson (7 weeks)	Friendship Safety Being Kind School Rules	Narrative 1 week	Year 1 & Talk partners	Adjectives describing the Characters CL	Make a badge to show how they are feeling  Spell Recipe	Sing/chant the rap  Discussions about characters	
			Narrative Sequencing events 1 weeks		Sequence beginning of story orally (from witch's perspective) Describe items found using adjectives			CL & FS Adverbials of time (first, then, next, ect...) Adjectives
			Narrative (poetry) 2 week Lyrics for 'Broom Rap'		Internet Shopping for items (lists)  Write lyrics for a rap			Adjectives to describe feelings  Question marks
			Narrative - Recipe Writing 1 week		Recipe for 'Super Broom'			Adjectives CL & FS
			Narrative 1 weeks	Year 1 and nursery children	Writing on medals for awards Adjectives			

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			Narrative 2 Weeks		A Letter to witch asking for a ride on broom  Polished Pieces	Final piece to include all the grammar learnt – focus on CL & FS use		
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Spring 1 5 weeks & 4 days	The Gruffalo by Julia Donaldson	Bravery  Friendship  Safety	Narrative 1 week	Year 1 children	Speech bubble questions to the mouse- where are you going?	CL and Question marks.	Create and label different characters from the book.  Label their own houses.  Writing questions to friends.  Menu for the Gruffalo- bat burger etc.	Small world  Role Play  Oral retelling of the story.  Talk partners.  Shared Reading
			Narrative 2 weeks		Character description of the mouse  - What does he look like? What is his character like?  <b>Polished Pieces</b>	CL and FS  Adjective use.  Conjunction use- and		
			Narrative 2 weeks		Writing an invitation to the mouse to have a meal with them. Using language from the book e.g.  Where are you going tiny, brown mouse? Would you like to come for a feast?  Then describe house.	Question marks.  CL and FS  Adjective use.  Verbs		
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Spring 2		Family	Narrative	Year 1	Writing simple similes- it is as red as a poppy- objects	CL and FS	Draw themselves and write about what they are	Overlearning the story.

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<b>7 weeks</b>	The Proudest Blue by Ibtihak Muhammad  4 Weeks	Celebrating differences  Diversity  Being kind.  Pride	1 week		and pictures provided as prompts.	Simple similes	good at/ like about themselves.	Role play
			Non-Fiction  1 week	Year 1	Writing about someone that is important to them.  Then describe them.	CL and FS  Adjective use.	Labelling pictures- adjectives to describe.	Small World  Talk Partners.  Shared Reading
			Non-Fiction  2 weeks	Year 1	Write about an object that is important to them e.g., a toy.  Part 1- describe it.  Part 2- use a simile (colour word)	CL and FS  Adjectives  Simple Similes.  CL for I	Making box to hold something special- label box.	Ask a member of staff or an older child to talk to the children about their scarf and why is makes them proud.
	Jack and the Beanstalk by Katie Daynes	Bravery	Narrative  1 week		Sequencing the story.	N/A		

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	3 weeks	Friendship  Safety  Stealing  Poverty	Narrative  2 weeks		Retell the story of Jack and the Beanstalk.  Polished Pieces	CL and FS  Exclamation marks.  Adjective use.  Verbs- suffixed use 'ed'  Conjunction use- and		
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<b>Summer 1</b>  <b>3 weeks &amp; 4 days</b>	Trust Me, Jack's Beanstalk Stinks by Eric Braun.  3 weeks	Bravery  Friendship  Safety  Stealing  Poverty	Narrative  1 week	Year 1 children	Reading focus- making comparisons between the 2 versions.	Comparing and contrasting   Discrete Grammar lesson on prefix- un	Labelling the parts of a beanstalk.  Adjectives to describe Jack. Independent sentence writing.  Questions to the giant.	Small world  Role Play- acting out the story.  Oral retelling of the story.  Comparing the two versions orally.
			Narrative 1 week		Speech bubble questions – What would you ask Jack?	CL and Question marks.		
			Narrative  2 weeks		Alternative endings- read to pg. 17. Children to write their own ending using pictures from the book.	CL and FS  Adjective use.  Exclamation marks.		

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<b>Summer 2</b> <b>6 weeks</b> <b>(final week for transition activities)</b>	The See Saw by Tom Percival  5 weeks	Loss  Feelings  Different families.	Narrative/ Non-Fiction  1 week	Year 1	Missing poster for the bear.	Question marks.  Adjectives to describe the bear.	TBD based on transition from CP.	Small world  Role Play- acting out the story.  Oral retelling of the story.  Talk partners.  Shared Reading
			Narrative  2 weeks	Year 1	Retell of the bear's journey. (waves, rivers, washed, oceans)	Suffixes- es, s, ed		
			Narrative  2 weeks	Year 1	Letter of Thanks to the sea.  Polished Pieces	Application of all taught skills.  Adjectives, conjunctions, explanation marks, similes, question marks.		

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