



# Naunton Park Writing Progression Y1 NB: Practise and consolidate EYFS list

**NC terminology for children:** letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

| <b>TEXT LEVEL: Connecting words and phrases, cohesion and paragraphing</b>  | <b>SENTENCE LEVEL: Sentence structure, grammar and punctuation</b>   | <b>WORD LEVEL: Vocabulary and spelling</b>  | <b>LANGUAGE EFFECTS</b>   |
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| <p><b>Orally retell stories:</b><br/>Allow time during the Imitation phase for children to fully internalise a text. Innovate using <u>simple substitutions</u> so children can re-tell their new story in the correct sequence, ‘hugging’ closely to the original and adding extra description or action.</p> <p><b>Map and retell before recording.</b></p> <p><b>Write sentences in the correct sequence:</b> use shared and guided writing.</p> <p><b>‘Chunk-up’ known story, with children, to use as model for shared, guided and then independent writing.</b> Group sentences into beginning, middle and end, marked by familiar connecting words and phrases</p> | <p><b>Orally internalise, recognise, and generate a range of sentences.</b> Understand that a sentence makes sense and can stand alone:</p> <ul style="list-style-type: none"> <li>- basic simple sentences (one main clause and limited detail)</li> <li>- questions, exclamations</li> <li>- compound sentences with co-ordinating conjunctions <i>and, but, or, so</i></li> <li>- complex sentences using common subordinating conjunctions such as <i>because, while, so that, then,</i></li> <li>- complex sentences with relative clauses; <i>who, which, that, etc.</i></li> </ul> <p><b>Teach:</b> think a sentence, say a sentence, write a sentence - now reread</p> <p><b>Know that a sentence holds meaning, makes sense and is demarcated by CLs and FSS</b></p> <ul style="list-style-type: none"> <li>– compose and rehearse basic sentences independently</li> <li>– apply phonics to segment words and</li> </ul> | <p><b>Use appropriate vocabulary:</b> Introduce vocabulary at a level above the children’s usage through the Imitation stage, games and explicit instruction.</p> <p><b>Story language [oral retellings then into writing]:</b> Once upon a summer’s day...; Early one morning..., Not once, not twice but three times...; Up jumped the mouse and....; So she ran and she ran and she ran until..., to his surprise/amazement...</p> <p><b>Vocabulary related to the topic:</b> squeeze; toothpaste; towel</p> <p><b>Use a range of prepositions:</b> up, down, on, onto in, inside, out, outside, towards, outside, across, under, towards etc.</p> <p><b>Use adjectives for description e.g. colour, size, simple emotion</b></p> <ul style="list-style-type: none"> <li>– simple repetition for description [oral stories]: a lean cat, a mean cat</li> </ul> | <p><b>Use similes with like/as....as....</b><br/>Use real experiences and familiar objects to draw out comparisons: the fire is as hot as the sun; outside it is as wet as a swimming pool; the fire engine is as red as a strawberry. Describe using ‘like’ – its skin was wrinkled like a walnut.</p> <p><b>Use alliteration:</b> Take the opportunity to link to phonics when learning initial sounds:</p> <ul style="list-style-type: none"> <li>– gather words beginning with the same sound</li> <li>– put together adjectives with nouns and verbs to describe e.g. dangerous dragon drank, the slimy snake slithered</li> </ul> <p><b>Descriptive lists:</b></p> <ul style="list-style-type: none"> <li>– introduce sentences of three for description: He wore old shoes, a dark cloak and a canvas hat</li> <li>– two adjectives to describe a noun: The</li> </ul> |

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| <p><b>Use stories and other opportunities such as role play and discussion, to model a range of conjunctions in full sentences</b> and encourage children to copy their use: because, if, or, so that, then, that, while, when, where, who, first, then, next, when, after, until etc.</p> <p><b>Model, recast and extend language in a range of contexts.</b></p> <p><b>Use simple adverbial openers in stories both orally and in writing.</b><br/>Adverbials can be single words (adverbs) or phrases. They qualify verbs answering:</p> <ul style="list-style-type: none"> <li>- <b>When?</b> many years ago... suddenly, in the end, as soon as...</li> <li>- <b>Where?</b> under the bridge..</li> <li>- <b>How?</b> heavily, slowly, wearily, luckily, unfortunately</li> </ul> <p><b>Tell and write thinking of audience and purpose. Reread and listen for the effect on the reader.</b></p> | <p>write in order to compose sentences</p> <ul style="list-style-type: none"> <li>- use finger spaces</li> <li>- show where sentences begin and end by using CLs and FSs</li> <li>- read sentences back to make sure they make sense.</li> </ul> <p><b>Use co-ordinating conjunctions</b> and, but, or, so to <b>join ideas and add information</b>: The old man took the ticket <u>and</u> examined the printing.<br/>Spiders vary in size. They can be small <u>or</u> very large; Charlie hid <u>but</u> Sally found him; It was snowing <u>so</u> they put their boots on.</p> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>- In addition to sentence demarcation, use CLs for: 'I' / Days of the week/ Months of the Year/ Names</li> <li>- Ask questions, using a <u>question mark?</u><br/><i>Who could have taken it?</i></li> <li>- Use <u>exclamation marks</u> to shock, surprise and amaze! The most amazing thing about hedgehogs is that they can swim!</li> <li>- Use bullet points for lists/instructions</li> <li>- Use speech bubbles and introduce speech marks when ready</li> </ul> | <ul style="list-style-type: none"> <li>- simple negatives: unkind, unhappy</li> </ul> <p><b>Use determiners 'a' or 'an' correctly:</b> a rock, an open box etc. <b>Use 'the' to label a specific object</b>, e.g. the cat that bit me.</p> <p><b>Suffixes</b> added to <b>adjectives</b> to create simple comparatives and superlatives e.g. fresher; quickest</p> <p><b>Use prefix 'un' to change the meaning of verbs and adjectives</b> unkind, or undoing, e.g. untie the boat, unwrap the present etc.</p> | <p>scary old woman, the green-eyed scaly dragon</p> |
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