

# Year 1 English Progression of Skills Overview

<u>Text Structure</u>	<u>Sentence Construction</u>	<u>Word / Language</u>	<u>Punctuation</u>	<u>Spelling</u>	<u>Terminology</u>
<p>Consolidate Reception list</p> <p><u>Introduce:</u></p> <p><u>Fiction</u></p> <p>Planning Tools: story map / story mountains</p> <p>Plan opening around characters, setting, time of day and type of weather</p> <p>Understanding – beginning / middle / end to a story Understanding – 3 parts to a story:</p> <p>Opening <i>Once upon a time...</i></p> <p>Problem / Dilemma <i>Suddenly...</i></p> <p>Ending <i>Finally...</i></p> <p><u>Non Fiction</u></p> <p>Planning tools: Text map / washing line</p>	<p>Consolidate Reception list</p> <p><u>Introduce:</u></p> <p>Types of sentences: Statements Questions Exclamations</p> <p><b>Write clearly demarcated sentences</b></p> <p>Embellished simple sentences using adjectives e.g. <i>The giant had an enormous beard.</i></p> <p><b>Simple Conjunctions: and/or/ because/ when</b></p> <p>Sentences using conjunctions e.g. <i>The children played on the swings and slid down the slide.</i></p> <p><i>There are many children who like to eat ice cream because it is delicious.</i></p> <p>-ly openers <i>Fortunately, Unfortunately, Sadly</i></p>	<p>Consolidate Reception list</p> <p><u>Introduce:</u></p> <p>Adjectives to describe e.g. <i>The old house</i></p> <p>Prepositions: <i>inside, outside, towards, across, under</i></p> <p>Determiners <i>the a my you're an this his her their more many those these</i></p> <p>Alliteration e.g. <i>dangerous dragon, slimy snake</i></p> <p>Precise clear language to give information e.g. <i>First, switch on the red light button.</i></p>	<p>Consolidate Reception list</p> <p><u>Introduce:</u></p> <p><b>Capital letters for names and the start of a sentence</b></p> <p><b>Capital letters for the personal pronoun I</b></p> <p><b>Full stops</b></p> <p><b>Question marks</b></p> <p><b>Exclamation marks</b></p> <p>Speech bubbles</p> <p>Bullet points</p>	<p>Consolidate Phonics (Letters and Sounds) from Reception</p> <p>Phonic phases 3,4,5 and 6</p> <p>Regular plural noun suffixes –s or –es e.g. <i>dog, dogs, wish, wishes</i></p> <p>Suffixes that can be added to verbs e.g. <i>helping, helped, helper</i></p> <p>How the prefix un- changes the meaning of verbs and adjectives e.g. <i>unkind, untie</i></p>	<p>Consolidate:</p> <p>Punctuation</p> <ul style="list-style-type: none"> <li>Finger spaces</li> <li>Letter</li> <li>Word</li> <li>Sentence</li> <li>Full stops</li> <li>Capital letters</li> <li>Simile – like</li> </ul> <p>Introduce</p> <ul style="list-style-type: none"> <li>Punctuation</li> <li>Question mark</li> <li>Exclamation mark</li> <li>Speech bubble</li> <li>Bullet points</li> <li>Singular / plural</li> <li>Adjective</li> <li>Verbs</li> <li>Connective</li> <li>Alliteration</li> <li>Simile - as</li> </ul>

Non-Negotiables written in bold

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Heading	Simple sentences e.g. <i>I went to the park.</i>	Similes using as... e.g. <i>as tall as a house</i>			
Introduction Opening factual statement					
Middle section(s) Simple factual sentences around a theme	Run – Repetition for rhythm e.g. <i>He walked and he walked and he walked.</i>				
Bullet points for instructions	Repetition for description e.g. <i>a lean cat, a green dragon</i>				
Labelled Diagrams					
Ending Concluding sentence					

