



## Year 1 Talk for Writing Progression Map

Text Structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b> <b>Fiction:</b></p> <p><b>Planning Tools:</b> Story map / story mountain (Refer to Story-Type grids)</p> <p><b>Plan opening around</b> character(s), setting, time of day and type of weather</p> <p><b>Understanding</b> - beginning / middle / end to a story <b>Understanding</b> - 5 parts to a story:</p> <p><b>Opening</b> <i>Once upon a time...</i></p> <p><b>Build-up</b> <i>One day...</i></p> <p><b>Problem / Dilemma</b> <i>Suddenly.../ Unfortunately...</i></p> <p><b>Resolution</b> <i>Fortunately,...</i></p> <p><b>Ending</b> <i>Finally,....</i></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b> <b>Types of sentences:</b> Statements Questions Exclamations</p> <p><b>Simple Connectives:</b> <i>and, or, but, so because, so, that, then, that while, when, where</i></p> <p><b>Also as openers:</b> <i>While... When... Where...</i> <b>-‘ly’ openers</b> <i>Fortunately,...Unfortunately, Sadly,...</i></p> <p><b>Simple sentences</b> e.g. <i>I went to the park. The castle is haunted.</i></p> <p><b>Embellished simple sentences using adjectives</b> e.g. <i>The giant had an enormous beard.</i> <i>Red squirrels enjoy eating delicious nuts.</i></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b> <b>Prepositions:</b> <i>Inside, outside, towards across, under</i></p> <p><b>Determiners:</b> <i>the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these</i></p> <p><b>Adjectives</b> to describe e.g. <i>The <b>old</b> house...</i> <i>The <b>huge</b> elephant...</i></p> <p><b>Alliteration</b> e.g. <i>dangerous dragon, slimy snake</i></p> <p><b>Similes using as....as...</b> e.g. <i>as tall as a house, as red as a radish</i></p> <p><b>Precise, clear language to give information</b> e.g. <i>First, switch on the red button. Next, wait for the green light to flash...</i></p>	<p><b>Consolidate Reception list</b></p> <p><b>Introduce:</b> Capital Letters: <b>Capital letter for names</b></p> <p><b>Capital letter for the personal pronoun I</b></p> <p>Full stops Question marks Exclamation marks Speech bubble Bullet points</p>	<p><b>Consolidate:</b> Finger spaces <b>Letter</b> <b>Word</b> <b>Sentence</b> <b>Full stops</b> <b>Capital letter</b> Simile - ‘like’</p> <p><b>Introduce:</b> <b>Punctuation</b> <b>Question mark</b> <b>Exclamation mark*</b> Speech bubble Bullet points <b>Singular/plural</b> <b>Adjective</b> <b>Verbs</b> <b>Connective</b> <b>Alliteration</b> Simile – ‘as’</p>



## Year 1 Talk for Writing Progression Map

### Non-fiction:

**Planning tools:**  
text map / washing line

**Heading**  
Introduction

**Opening**  
Factual statement

**Middle section(s)**  
Simple factual sentences around a theme  
Bullet points for instructions  
Labelled diagrams

**Ending**  
Concluding sentence

### Compound sentences:

**and/or/ but/so e.g.**  
*The children played on the swings **and** slid down the slide.*  
*Spiders can be small **or** they can be large.*

*Charlie hid **but** Sally found him.*  
*It was raining **so** they put on their coats.*

### Complex sentences:

**Use of 'who' (relative clause)**  
*e.g. Once upon a time there was a little old man **who** lived in a forest.*  
*There are many children **who** like to eat ice cream.*

**'Run' - Repetition for rhythm** e.g. *He walked and he walked and he walked.*

**Repetition for description**  
*e.g. a lean cat, a mean cat*  
*a green dragon, a fiery dragon*

**Regular plural noun suffixes –s or es** (*dog, dogs; wish, wishes*)

**Suffixes that can be added to verbs** (e.g. *helping, helped, helper*)

**How the prefix un– changes the meaning of verbs and adjectives** (negation, e.g. *unkind, or undoing, e.g. untie the boat*)

**\*coverage may be adapted/amended to respond to the needs of the children**