

### National Curriculum Objectives (Skills Coverage)

|   | Autumn 1   | Autumn 2  | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|---|--|---|--|---|--|--|
| <b>Purpose</b>  | Explore & Engage 2 weeks<br>Entertain (2 weeks)<br>Inform (2 weeks)  | Entertain (4 weeks)<br>Inform (2 weeks)<br>Poetry (1 week)              | Entertain (2 weeks)<br>Inform (2 weeks)<br>Poetry (1 week)   | Poetry (2 weeks)<br>Entertain (3 weeks)   | Inform (4 weeks)<br>Poetry (1 week)  | Inform (2 weeks)<br>Entertain (2 weeks)<br>Explore & Engage 2 weeks    |
| <b>Written Outcomes</b>   | Range of genres (E & E)<br>Simple sentences<br>Lists, labels, captions;<br>instructions  | Simple picture book<br>Recipes<br>List Poem                             | Short narrative<br>Rules & Recount<br>Poem   | Poetry<br>Short narrative reflecting<br>personal experience   | Instructions & Recount<br>Letters  | Explanation (life cycle)<br>Short narrative<br>Range of genres (E & E) |
| <b>NC: Composition</b><br>(planning, drafting,<br>editing and proof<br>reading) | <ul style="list-style-type: none"> <li>Say out loud what they are going to write about;</li> <li>Compose a sentence orally before writing it</li> <li>Re-read what they have written to check for sense</li> <li>Sequence sentences to form short narratives</li> <li>Discuss what they have written with the teacher or other pupils</li> <li>Read aloud their writing clearly enough to be heard by their peers and teacher</li> </ul> |   |  |   |  |  |
| <b>NC: Sentence</b>   | Write single-clause sentences<br>Leave spaces between words  |   |  |   |  |  |
|   |  | Sequencing sentences to form short narratives                           |  |   |  |  |
|   |  | Use 'and' to link words<br>within sentences                             | Join two clauses in a<br>sentence using the co-<br>ordinating conjunction<br>'and'                   | Use 'and' to link words within sentences<br><br>Join two clauses in a sentence using the co-ordinating conjunction 'and'  |  |  |
| <b>NC: Word level</b><br><b>Inc punctuation</b>                                 | Use a capital letter for names<br>of people, places, days of the<br>week and personal pronoun 'I'<br><br>Begin to punctuate sentences<br>using a capital letter and full<br>stop   | Begin to punctuate<br>sentences using a capital<br>letter and full stop | Use a capital letter for<br>names of people, places,<br>days of the week and<br>personal pronoun 'I' | Begin to punctuate<br>sentences using a capital<br>letter, full stop or<br>exclamation mark<br>use a capital letter for<br>names of people, places,<br>days of the week and<br>personal pronoun 'I' | Begin to punctuate sentences<br>using a capital letter, full stop,<br>question mark or exclamation<br>mark | Review all learning  |

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|--|--|----------|----------|----------|----------|----------|
| <b>NC: Grammar</b><br><b>Terminology</b> | Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark |          |          |          |          |          |

|                 |   |
|-----------------|---|
| NC: Spelling    | <p>Discrete spelling lessons. See <b>‘Essential Spellings’</b>. Application in writing lessons:</p> <ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far</li> <li>• Regular plural noun suffixes -s or -es (for example dog, dogs; wish, wishes), including the effects of these suffixes on the end of the noun</li> <li>• Suffixes that can be added to verbs where no change is needed in the spelling (e.g. helping, helped, helper)</li> <li>• How the prefix un- changes the meaning of verbs and adjectives (for example: unkind, undoing, untied the boat)</li> <li>• Words containing each of the 40+ phonemes already taught, common exception words, days of the week</li> </ul> |
| NC: Handwriting | <p>Discrete handwriting lessons. See <b>‘Handwriting Progression Toolkit’</b>. Application in writing lessons:</p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding pencil comfortably and correctly</li> <li>• Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul>  |

### National Curriculum Objectives Explained (Writing Purpose & Genre)

|  | Autumn 1   | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|----------|----------|----------|----------|----------|
| Writing to Entertain<br>Language Choices | <ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader’s interest and to know what the writing might be about</li> </ul>  |          |          |          |          |          |
| Writing to Inform                        | <ul style="list-style-type: none"> <li>• Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>• Use a <b>title</b> to hook the reader’s interest and to know what the writing might be about</li> <li>• Use <b>labels</b> or <b>captions</b> to show the reader something they might not know about</li> </ul> |          |          |          |          |          |

|                  |   |  |  |  |   |   |
|------------------|---|--|--|--|---|---|
| Language Choices | <ul style="list-style-type: none"> <li>You could <b>speak to the reader directly</b>, using ‘you’ if you need to tell them or ask them to do something</li> </ul>   |  |  |  |   |   |
| Genre Features   | <p><b>Instructions:</b> Use <b>easy to follow, simple steps</b> or sentences for the reader to understand – these might be numbered</p> <p>Written in <b>time (or chronological) order</b> so that the reader acts in the correct sequence or order</p> <p>Sometimes includes a <b>list of ‘things/ ingredients/ items’</b> that the reader will need before acting upon the instructions</p> | <p><b>Traditional tale:</b> Will often include <b>repeated phrases</b></p> <p>May include <b>animal characters</b> that behave like humans (e.g. can talk)</p> <p><b>Character names</b> will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf)</p> <p>Usually include <b>happy endings</b></p> <p><b>Recipe:</b> See instructions</p> <p><b>Poetry:</b> Specific structures of poems can include <b>list poems</b>, which uses a list of words or phrases that represent a chosen topic</p> | <p><b>Narrative:</b> Stories usually have a main <b>character</b> and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the <b>plot</b> of the story</p> <p>Introduce idea of rise-fall <b>story shape</b> for basic narrative structure</p> <p><b>Recount:</b> Written in <b>simple past tense</b></p> <p>Events are recounted in the <b>time order</b> that they happened</p> | <p><b>Narrative:</b> Link to <b>Spr1 objectives</b></p> <p>If appropriate, <b>Speech bubbles</b> let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</p> | <p><b>Instructions:</b> See <b>Aut1 objectives</b></p> <p><b>Letter:</b> <b>Sender’s address</b> in top-right corner &amp; <b>Date</b> under the sender’s address</p> <p><b>Recipient’s address</b> on left-hand side</p> <p>Start with ‘Dear...’ or ‘To whom it may concern...’</p> <p><b>Sign off</b> with ‘From...’ or ‘Love from...’ (depending on how well you know your reader)</p> | <p><b>Explanation:</b> Contains <b>diagrams/ illustrations</b> with labels</p> <p>May have <b>technical vocabulary</b> specific to the topic being explained</p> <p>Usually in <b>present tense</b> to clarify for the reader how something works at the time of writing</p> <p><b>Stages of a process</b> are clearly broken down into steps to make this understandable for the reader to follow</p> <p><b>Narrative</b> Link to <b>Aut2 &amp; Spr 2 objectives</b></p> |

### National Curriculum Objectives Explained (Sentence, Word & Punctuation)

|                          | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2                         |
|--------------------------|--|---|---|--|--|----------------------------------|
| Sentence level           | <p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>A <b>sentence</b> is an idea about a person or thing (<b>noun</b>) with action, thought or feeling (<b>verb</b>)</p>   |   |   |  |  |                                  |
| Word & punctuation level | <p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><b>Capital letters</b> for names of people help the reader to understand that this is a <b>proper noun</b></p> | <p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Careful choice of <b>nouns</b> and <b>verbs</b> help the reader to create a picture</p> | <p>As well as for names of people, we use <b>capital letters</b> for names of places as well as days of the week</p> <p><b>Capital letters</b> for names of people help</p> | <p>An <b>exclamation mark</b> at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> | <p>Instead of a full stop, a <b>question mark</b> at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</p> | <p>Review of year’s learning</p> |

|  |  |   |  |   |  |  |
|--|--|---|--|---|--|--|
|  | Writers also use a capital letter for the <b>personal pronoun I</b> because this is the name we call ourselves and the reader can't miss us! | in their minds<br>Including <b>adjectives</b> to describe a noun helps the reader to create a more specific picture in their mind | the reader to understand that this is a <b>proper noun</b> | Writers also use a capital letter for the <b>personal pronoun I</b> because this is the name we call ourselves and the reader can't miss us!<br><br>Including <b>adjectives</b> to describe a noun helps the reader to create a more specific picture in their mind |  |  |
|--|--|---|--|---|--|--|

**ESSENTIALWRITING Plans and Books**

|                                      | Autumn 1   | Autumn 2  | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------------|--|---|----------|----------|----------|----------|
| <b>Essential Writing Plans Plans</b> | Y1_Aut1_E&E_Tuesday<br>Y1_Aut1_Entertain_Sentence<br>Structure_Puffin Peter<br>Y1_Aut1_Inform_Lists,<br>Labels &<br>Captions_Jaspers Beanstalk | Y1_Aut2_Entertain_<br>Traditional Tales_Stop Thats Not<br>My Book<br>Y1_Aut2_Inform_Recipes_Gruffalo<br>Crumble<br>Y1_Aut2_Entertain_List<br>Poems_Purple Is  |          |          |          |          |
| <b>Title/Author</b>                  | Tuesday by David Weisner<br>Puffin Peter by Petr Horacek<br>Jasper' s Beanstalk by Nick<br>Butterworth   | Stop! That's Not My Story by Smriti<br>Halls & Erika Meza<br>Professor Goose<br>Debunks Goldilocks and The Three<br>Bears by Paulette Bourgeois and<br>Alex G Griffiths<br>The Princess and The Pea by Rachel<br>Isadora<br>Three Billy Goats Gruff by Alison<br>Edgson<br>Gruffalo Crumble and Other Recipes<br>by Julia Donaldson |          |          |          |          |

