

Year 1 English Writing Overview

	Autumn 1	Autumn 2								
Text	Lost and Found	Toys in Space								
Genres	Narrative: Stories with Familiar Setting	Narrative: Fantasy Stories								
Text Types	Character description, missing posters, diary entry, setting description, instructions, information text, story.	Character description, setting description, diary entry, party invitations, instructions, information poster, story.								
Unit outcome	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Writing outcome</th> <th style="width: 50%;">GDS outcome</th> </tr> </thead> <tbody> <tr> <td>Re-tell the story 'Lost and Found'.</td> <td>Write an alternative version of 'Lost and Found'.</td> </tr> </tbody> </table>	Writing outcome	GDS outcome	Re-tell the story 'Lost and Found'.	Write an alternative version of 'Lost and Found'.	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Writing outcome</th> <th style="width: 50%;">GDS outcome</th> </tr> </thead> <tbody> <tr> <td>Re-tell the story 'Toys in Space'</td> <td>Write an alternative version of 'Toys in Space'.</td> </tr> </tbody> </table>	Writing outcome	GDS outcome	Re-tell the story 'Toys in Space'	Write an alternative version of 'Toys in Space'.
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Cross Curricular Writing Opportunities	<ul style="list-style-type: none"> Geography: Likes and dislikes of the local area Science: Labels, lists and captions of everyday materials and objects 	<ul style="list-style-type: none"> History: Describe toys DT: Evaluate puppets 								
Vocabulary	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">NC word list Year 1</th> <th style="width: 50%;">Vocabulary Development</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">The A One So House</td> <td>Disappointed, Floated, Discovered, Ship, Waves, Delighted, Lonely, Penguin, Sout, Pole, Harbour, Rowboat, Row, South</td> </tr> </tbody> </table>	NC word list Year 1	Vocabulary Development	The A One So House	Disappointed, Floated, Discovered, Ship, Waves, Delighted, Lonely, Penguin, Sout, Pole, Harbour, Rowboat, Row, South	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">NC word list Year 1</th> <th style="width: 50%;">Vocabulary Development</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">The A So They She He</td> <td>Sun, Sky, Bright, Dinosaur, Shadow , Collected, Belong, Missed, Space, Earth, Alien , Spaceship, WonderDoll, Beamed, Space, creature, Probed,Parachuted</td> </tr> </tbody> </table>	NC word list Year 1	Vocabulary Development	The A So They She He	Sun, Sky, Bright, Dinosaur, Shadow , Collected, Belong, Missed, Space, Earth, Alien , Spaceship, WonderDoll, Beamed, Space, creature, Probed,Parachuted
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Focus writing objectives	<ol style="list-style-type: none"> Use some full stops and capital letters. Combine words to make a single clause sentence 	<ol style="list-style-type: none"> Use some full stops and capital letters. Begin to link ideas by subject or pronoun 								
WD Objectives	<ol style="list-style-type: none"> Full stops are used with greater control 	<ol style="list-style-type: none"> Correctly sequenced writing with greater control of pronouns to link ideas/ events. 								
Ongoing writing objectives	<ul style="list-style-type: none"> Orally compose a sentence before writing it and recognise sentence boundaries. Read work aloud clearly Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words that have not yet been learnt. Some words containing previously taught phonemes are spelt accurately (refer to spelling appendix and phonics programme used in school, e.g. Letters and Sounds). Some common exception words are spelt accurately (refer to spelling appendix and phonics programme used in school, e.g. Letters and Sounds). Leave spaces between words. Holds a pencil comfortably and correctly. Plan simple sentences by saying out loud what the writing will be about. 									
Ongoing WD Objectives	<ul style="list-style-type: none"> Mostly accurate formation of lower case letters Growing accuracy when spelling words using taught phonemes 									

	Spring 1	Spring 2								
Text	Fairytales/ Traditional Tales - Little Red Riding Hood, Three Little Pigs, Three Billy Goats Gruff	The Storm Whale								
Genres	Narrative: Traditional tales and fairytales	Narrative: Stories with Familiar Setting								
Text Types	Character description, exploring characters and their actions, setting description, repeat phrases, problems and resolutions, story.	Character description, inferences about characters thoughts and feelings, poems, setting description, speech, postcards, story.								
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Cross Curricular Writing Opportunities	<ul style="list-style-type: none"> Geography: Describing a city in the UK using senses 	<ul style="list-style-type: none"> Geography: Postcard from the coast (describing features) 								
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Focus writing objectives	<ol style="list-style-type: none"> Use some question marks Write down some key words or ideas, including some new vocabulary drawn from listening to books. 	<ol style="list-style-type: none"> Use and to join words and clauses 								
WD Objectives	<ol style="list-style-type: none"> Purpose of the writing is clear. Full stops, capital letters, exclamation marks and question marks are used with greater control. 	<ol style="list-style-type: none"> Co-ordination is used effectively to link two pieces of information (and) Mostly accurate use of suffixes (s, es, er, est, ing, ed) 								

Ongoing writing objectives	<ul style="list-style-type: none"> Orally compose a sentence before writing it and recognise sentence boundaries. Read work aloud clearly. Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words that have not yet been learnt. Some words containing previously taught phonemes are spelled accurately (refer to spelling appendix and phonics programme used in school, e.g. Letters and Sounds). Some common exception words are spelled accurately (refer to spelling appendix and phonics programme used in school, e.g. Letters and Sounds). Leave spaces between words. Holds a pencil comfortably and correctly. Check written work makes sense by rereading with other pupils and the teacher Some lower case letters are accurately formed, starting and finishing in the correct place. Many capital letters are mostly accurately formed. Digits 0-9 are mostly accurately formed.
Ongoing WD Objectives	<ul style="list-style-type: none"> Mostly accurate formation of lower case letters Growing accuracy when spelling words using taught phonemes Growing accuracy when spelling common exception words previously taught Mostly accurate use of suffixes (s, es, er, est, ing, ed)

	<u>Summer 1</u>	<u>Summer 2</u>								
Text	Beegu	Cookie's week Meerkat Mail								
Genres	Narrative: Stories with issues and dilemmas	Narrative: Stories with Familiar Setting								
Text Types	Character descriptions, diary entry, information poster, story.	Character description, describing characters actions, recounts, diary entry, speech, instructions, information text, story.								
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Cross Curricular Writing Opportunities	<ul style="list-style-type: none"> History: Write a postcard from a seaside holiday in the past 	<ul style="list-style-type: none"> History: Information text about George Mottershead Science: Information text about an animal 								
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Focus writing	1. Use some exclamation marks	3. Use capital letters for the personal pronoun 'I',								

objectives	2. Use and to join words and clauses	names of people and places, and days of the week. 4. Days of the week are spelt accurately
WD Objectives	<ul style="list-style-type: none"> Noun phrases give detail and description 	<ul style="list-style-type: none"> Beginning to develop a greater range of conjunctions (e.g. because, when, but)
Ongoing writing objectives	<ol style="list-style-type: none"> Orally compose a sentence before writing it and recognise sentence boundaries. Read work aloud clearly Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words that have not yet been learnt. Some words containing previously taught phonemes are spelt accurately (refer to spelling appendix and phonics programme used in school, e.g. Letters and Sounds). Some common exception words are spelt accurately (refer to spelling appendix and phonics programme used in school, e.g. Letters and Sounds). Leave spaces between words. Holds a pencil comfortably and correctly. Check written work makes sense by rereading with other pupils and the teacher Some lower case letters are accurately formed, starting and finishing in the correct place. Many capital letters are mostly accurately formed. Some accurate use of the prefix 'un-' (e.g. untie, unhappy). Some accurate use of -ing, -ed, -er, -est where no change is needed to the root word Some accurate use of adding -s and -es for nouns and verbs (cats, foxes, runs, catches). 	
Ongoing WD Objectives	<ul style="list-style-type: none"> Mostly accurate formation of lower case letters Growing accuracy when spelling words using taught phonemes Growing accuracy when spelling common exception words previously taught Mostly accurate use of the prefix -un when required Mostly accurate use of suffixes (-s, -es, -er, -est,-ing, -ed) where no change is needed to the root of the word 	