

Year 1 Writing Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Promote a love of Reading Avocado Baby / Owl Babies / The Gruffalo / Peace at Last / Oi Frog (PB)/ Where the Wild Things Are /				Poetry	Black History Month Rosa / King Of the Classroom (PB) / Henry's Freedom Box		
Aut 1	<u>Narrative</u> Retell a simple story predictable phrases -"Oh No I can't stand this" Transform for GDS Add additional detail joining sentences using 'and'	<u>Narrative</u> Retell a simple story predictable phrases -"Oh No I can't stand this" Transform for GDS Add additional detail joining sentences using 'and'	<u>Recount</u> Write sentences to match pictures, or sequences of pictures, illustrating an event. Transform for GDS Secure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction 'and'.	<u>Recount</u> Write sentences to match pictures, or sequences of pictures, illustrating an event. Transform for GDS Secure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction 'and'.	Listen to poems being read and speak about likes and dislikes; including ideas , puzzles, words and patterns. Explore acrostic poems noting the structure and theme.	<u>Narrative : King of the Classroom (Picture book)</u> Retell a 3 part story that has a central key character. Transform for GDS Change character to opposite of first draft with a focus on opposite comparative and superlative adjectives	<u>Report</u> Describe something or someone with consistent use of tense (past or present depending on the report) Transform for GDS Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.	<u>Report</u> Describe something or someone with consistent use of tense (past or present depending on the report) Transform for GDS Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.
	Immigration / Refugee / Interfaith Paddington Bear / Everybody's Welcome / The Colour of Home / The Seeds of Friendship				Christmas The Jolly Christmas Postman (Interactive book)	Traditional tales Little Red Riding Hood / The Magic Porridge Pot / Snow White / Three Billy Goats Gruff		
Aut 2	<u>Narrative</u> Retell a basic 3 party story about a central character eg. Paddington Transform for GDS Add additional character description.	<u>Narrative</u> Retell a basic 3 party story about a central character eg. Paddington Transform for GDS Add additional character description.	Remembrance Poetry Identify and appreciate rhyme and alliteration in poetry. Join in with class rhymes and poems.	<u>Recount</u> Write sentences to match pictures, or sequences of pictures, illustrating an event. Transform for GDS Secure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction 'and'.	<u>Letters:</u> Write a formal letter to Father Christmas. Start sentences with a capital letter and use full stops Transform to GDS Begin to use some adjectives.	<u>Narrative</u> Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted. Transform to GDS Focus on a descriptive setting.	<u>Narrative</u> Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted. Transform to GDS Focus on a descriptive setting.	
	Chinese New Year Nian The Chinese New Year Dragon / Popo's Lucky Chinese New Year		Diversity and Stereotypes : Pride Month And Tango Makes Three / Introducing Teddy / Harriet gets carried Away / The Different Dragon / Pink is for Boys					
Spring 1	<u>Report</u> Describe something or someone with consistent use of tense (past or present depending on the report) Transform for GDS Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.	<u>Report</u> Describe something or someone with consistent use of tense (past or present depending on the report) Transform for GDS Expand sentences with conjunction 'and' use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement.	<u>Recount</u> Write a simple first person recount linked to topical or personal experience, incorporating at least three events in order, whilst maintaining past tense, Transform for GDS Expand by using simple descriptive language to add detail.	<u>Recount</u> Write a simple first person recount linked to topical or personal experience, incorporating at least three events in order, whilst maintaining past tense, Transform for GDS Expand by using simple descriptive language to add detail.	<u>Narrative</u> Retell a story in 3 parts. Include accurate sentence punctuation. Transform for GDS Write own version of the story recounting the information in sequence: Then, next, after etc.	<u>Narrative</u> Retell a story in 3 parts. Include accurate sentence punctuation. Transform for GDS Write own version of the story recounting the information in sequence: Then, next, after etc.		

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	Traditional Tales Goldilocks, The Gingerbread Men, The Enormous Turnip, Jack and The Beanstalk				Poetry			
Spring 2	<u>Recount</u> Write a simple first person recount linked to topical or personal experience, incorporating at least three events in order, whilst maintaining past tense, Transform for GDS Expand by using simple descriptive language to add detail.	<u>Recount</u> Write a simple first person recount linked to topical or personal experience, incorporating at least three events in order, whilst maintaining past tense, Transform for GDS Expand by using simple descriptive language to add detail.	<u>Narrative</u> Write a complete simple story in three parts based on their own experience or linked to a text. Include accurate sentence punctuation. Transform for GDS Include some of the patterns and language of familiar stories eg. Repeating same words and phrases three times.	<u>Narrative</u> Write a complete simple story in three parts based on their own experience or linked to a text. Include accurate sentence punctuation. Transform for GDS Include some of the patterns and language of familiar stories eg. Repeating same words and phrases three times.	Explore riddles noting how the poem describes a noun but does not name it; how the last line usually directly addresses the reader and uses a question and the mood of the poem being light hearted.			
	Our Planet Dear Green Peace / Michael Recycle (PB)/ Looking after our Planet / Dinosaurs and all that Rubbish				SEND and Personal difficulties Who Are you?: Ella the Enchanted Princess / It's Ok To Be Different / A different Little Doggy / Daniels New Friend			
Sum 1	<u>Report</u> Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject. Transform to GDS Basic sequencing of ideas under simple subheadings to form a report. Use Vocabulary collected from research or reading.	<u>Report</u> Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject. Transform to GDS Basic sequencing of ideas under simple subheadings to form a report. Use Vocabulary collected from research or reading.	<u>Persuasion</u> Write a simple persuasive letter based on research, a topic or fictional book Transform to GDS Independently add imperative verbs and commands to persuade the reader.	<u>Persuasion</u> Write a simple persuasive letter based on research, a topic or fictional book Transform to GDS Independently add imperative verbs and commands to persuade the reader.	<u>Recount</u> Write a simple first person recount linked to topical or personal experience, incorporating at least three events in order, whilst maintaining past tense, Transform for GDS Expand by using simple descriptive language to add detail.	<u>Recount</u> Write a simple first person recount linked to topical or personal experience, incorporating at least three events in order, whilst maintaining past tense, Transform for GDS Expand by using simple descriptive language to add detail.	<u>Recount</u> Write a simple first person recount linked to topical or personal experience, incorporating at least three events in order, whilst maintaining past tense, Transform for GDS Expand by using simple descriptive language to add detail.	
	Promote a love of reading The Smeds and The Smoos / The Day the Crayons Quit / We are going on a Bear-Hunt/ Ruby's Worry / Lost and Found / The Leaf Thief / A Squash and A Squeeze / The Tiger Who Came to Tea							
Sum 2	<u>Instructions</u> Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation Transform for GDS Expand by including more instructional features e.g a list of equipment, numbered lists. Sentence structure to include commas in a list.	<u>Instructions</u> Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation Transform for GDS Expand by including more instructional features e.g a list of equipment, numbered lists. Sentence structure to include commas in a list.	<u>Narrative</u> Write a story which includes strong characterisation eg. Good or bad character. Include accurate sentence punctuation. Transform for GDS Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.	<u>Narrative</u> Write a story which includes strong characterisation eg. Good or bad character. Include accurate sentence punctuation. Transform for GDS Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives.	<u>Recount</u> Write a simple first person recount linked to topical or personal experience, incorporating at least three events in order, whilst maintaining past tense, Transform for GDS Expand by using simple descriptive language to add detail.	<u>Recount</u> Write a simple first person recount linked to topical or personal experience, incorporating at least three events in order, whilst maintaining past tense, Transform for GDS Expand by using simple descriptive language to add detail.		

Year 1 Writing Overview

Year One	Term One	Term Two	Term Three
Writing Assessment Key Performance Indicators	KPIs On-track for Expected Standard (EXS) • Use predictable and repeated phrases in own writing drawn from reading and role-play • Describe a character using simple adjectives • Write sentences to match pictures, or sequences of pictures, illustrating an event • Write simple instructions in order with some imperative verbs • Write sentences sometimes demarcated accurately with full stops • Begin to separate words with spaces • Begin to use capital letters for the beginning of sentences and for names • Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible • Makes phonetically plausible attempts to spell words that have not been learnt • Form many lower case letters in the correct direction, starting and finishing in the right place. KPIs On-track for Greater Depth (GDS) • Independently structure writing by ordering sequence of events with use of words like first, next, after, when. • Join clauses by using the conjunction 'and'. • Make careful choices of adjectives. • Distinguish between a statement and a command • Expand by including more instructional features e.g. numbered points	KPIs On-track for Expected Standard (EXS) • Use traditional story language • Structure story into three parts • Describe a setting, something or someone with some appropriate adjectives • Write in first person using capital letter for "I" • Write sentences mostly demarcated by full stops and capital letters • Experiment with exclamation marks • Write in sequence using words to signal time e.g. first, next, then, after • Maintain past tense • Spell most common exception words taught so far • Form most lower case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing KPIs On-track for Greater Depth (GDS) • Independently choose to expand ideas and sentences using "and" • Independently choose to add detail using a variety of adjectives • Independently choose to use and apply vocabulary gathered from reading. • Consider the reader when making vocabulary choices • Read own writing to check it makes sense • Make simple edits and corrections to own writing after discussion with the teacher	KPIs Expected Standard (EXS) • Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense. • Structure writing using some features of the given form • Write instructions with some expansion about something they know well including imperative verbs. • Assemble information about a topic, describing different aspects of the subject. • Use the conjunction "and" • Use descriptive language with some use of comparative and superlative adjectives • Spell words containing each of the 40+ phonemes taught • Use simple past and present verbs mostly accurately • Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences • Use spaces between words • Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits • Use features of standard English KPIs Greater Depth (GDS) • Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories • Always think about reader as they write, making precise choices • Choose to expand ideas with simple conjunctions and descriptive language • Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately • Add the suffixes -ing, -ed, -er to spell many words correctly • Evaluate the impact of writing on the reader • Articulate own success criteria