Writing
Year 1 Curriculum Overview

Composition Statutory requirements	**Write sentences by** * Saying out loud what they are going to write about * Composing a sentence orally before writing it * Sequencing sentences to form short narratives * Re- reading what they have written to check it makes sense. * Discuss what they have written with the teacher or other pupils * Read aloud their writing clear enough to be heard by their peers and the teacher.		
Spoken Language (Y1-6)	Pupils should be taught to: ✓ listen and respond appropriately to adults and their peers. ✓ ask relevant questions to extend their understanding and knowledge. ✓ use relevant strategies to build their vocabulary. ✓ articulate and justify answers, arguments and opinions. ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. ✓ speak audibly and fluently with an increasing command of Standard English ✓ participate in discussions, presentations, performances, role play, improvisations and debates. ✓ gain, maintain and monitor the interest of the listener(s) ✓ consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication.		
Autumn			
Class Text	The Weather Girls – Aki	The Colour Monster by Anna Llensa The Naughty Bus by Jan Oke Where the Wild Things Are by Maurice Sendak	
Text Types **Mentor texts /Literacy Shed links**	**PVPG**	**Fact file (NF)** • **Creature Features – Natasha Durley** • **One Day on Our Blue Planet in the Savannah by Ella Bailey** • **Big Cat Babies by Jonathan Scott – stunning photographs and simple/accessible facts** • **Come Outside Videos**	**Character description** Angela from My Best Friend by Sheila Lavelle (see character description mentor texts file in EYN)
Suggested Short Burst Write		**Label a picture, using words and phrases appropriate to task.**	**Label a picture with adjectives and nouns.**
Grammar Features	Nouns – common and proper Verbs – being, to have, regular action verbs, irregular action verbs Subjects	Use a capital letter and full stop to punctuate a simple sentence. Use words and phrases appropriate to task and topic. Begin to join words using 'and'.	Leave spaces between words. Punctuate sentences with a capital letter and full stop. Write using a simple sentence structure.

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	Building single clause sentences	Use a capital letter for the pronoun I	Use 'and to join 2 words Use adjectives in: ✓ labels ✓ sentences
	Evaluation of teaching and learning • **Are there any skills which did not fit the unit?** • **Are there any skills which could purposefully be added?** • **Did any child miss a lot of content? Noah T (SEN)**		
Spring			
Class Text	**Lost in the Toy Museum** by David Lucas **Beegu** by Alexis Deacon		**Little Red Riding Hood** by Clementine Sourdias **The Tiger Who Came to Tea** by Judith Kerr
Text Types **Mentor Texts**	**Character Description (F)**	**Simple Narrative (F)**	**Instructions (NF) – picnic / sandwich for granny** • **Simple recipe books.** • **Make own sandwiches**
Suggested Short Burst Write	**Label a picture with adjectives and nouns**	**Write 2 / 3 simple sentences about a picture. Add an adjective.**	**Write a bullet pointed list. (Pack a picnic / shopping list)**
Grammar Features	Embed previously taught content: ✓ using 'and' ✓ adjectives ✓ simple sentence Use capital letters for names Use simple sentence structure.	Embed previously taught content: ✓ using 'and' ✓ adjectives ✓ simple sentence Group related ideas. Sequence sentences to create a narrative. Use and to join clauses	Use simple sentence structure and join words using 'and'. Structure own writing using 'scaffolds' e.g. pictures. Use adjectives in: labels and sentences Add detail to nouns using prepositions. Show awareness of purpose of writing through choice of content which is relevant to task.
	Evaluation of teaching and learning • **Are there any skills which did not fit the unit?** • **Are there any skills which could purposefully be added?** • **Did any child miss a lot of content? NT**		
Summer			

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Class Text	**Lost and Found** by Oliver Jeffers	**Autumn** (Grammarsaurus poem)	**Man on the Moon (A Day in the Life of Bob) – Simon Bartrum**
Text Type **Mentor Texts**	**A simple narrative (F)** Film Clip of Lost and Found	**Poetry Form – Acrostic poem (Seasons / Weather)** Weather video clips 1. Traditional & Classic Rhymes • Whether the Weather: • The North Wind Doth Blow 2. Action & Rain Rhymes • Pitter Patter Raindrops • It's Raining, It's Pouring 3. Collections & Modern Resources • The Children's Poetry Archive	**Diary Entry** https://www.literacyshed.com/en-us/resource/the-way-back-home ***Whatever Next!* by Jill Murphy:** Baby Bear travels to the moon in a cardboard box. Use this to spark **creative stories** or lists: *"What three things would you pack in a picnic basket for the moon?"* [1] ***Field Trip to the Moon* by Jeanne Willis and John Hare:** A wordless picture book about a boy who wanders off on a school trip. Great for **setting descriptions** and narrative writing.
Suggested Short Burst Write	**Write 2 / 3 sentences about a picture using 'and' to join 2 words.**	**Write statements for weather photographs.**	**Describe something that Bob saw out of the spaceship window. (Use canva).** **Sensory Setting Descriptions:** Use a "moon landing" clip to help pupils brainstorm adjectives Frame it around what they can see, hear, and feel. **Alien Postcards:** Have children write a short postcard to their family back on Earth, explaining what they did that day.
Grammar Features	Show awareness of purpose of writing through choice of content which is relevant to task. Secure sequencing sentences to form short narratives. Use and to join words and clauses to create compound sentences.	Poetic techniques – Lines and verses Show awareness of purpose of writing through choice of content which is relevant to task. Secure using adjectives in sentences. Read their writing aloud, clearly enough to be heard by their peers and the teacher	Secure using and to join words and clauses to create compound sentences Use 1st person Use time conjunctions. Use exclamation marks Use capital letters for days of the week. Show awareness of purpose of writing through choice of content which is relevant to task.
	Evaluation of teaching and learning • Are there any skills which did not fit the unit? - • Are there any skills which could purposefully be added? • Did any child miss a lot of content?		

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	Beginning to develop confidence with planning ready to write. Introduced colourful semantics for lower attainers when writing a narrative to support with sentence structure.		