
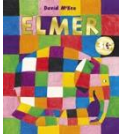
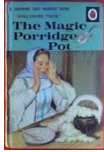

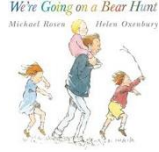
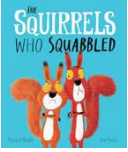



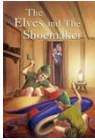



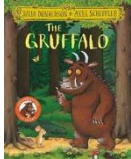
CURRICULUM FOR WRITING– YEAR 1

- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.
- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre-taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Science – Seasonal Changes			History – How Am I making history			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Text and Genre	The Rainbow Fish 	Elmer 	The Magic Porridge Pot 	The Gingerbread Boy 	We're going on a Bear Hunt 	The Squirrels Who Squabbled. 
Year 1 Genre Progression	Handwriting Focus				Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)
Handwriting – Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters. Use finger spaces between words.						
Year 1 Grammar and Punctuation	Coat hanger letters Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters. Letter formation then into words towards the end of the week Introduce the capital letter of these letters	Straight line and smile letters Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters. Letter formation then into words towards the end of the week Introduce the capital letter of these letters	Bridge and zig zag letters Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters. Letter formation then into words towards the end of the week Introduce the capital letter of these letters	Misfit letters Consolidate handwriting Letter formation then into words towards the end of the week Introduce the capital letter of these letters	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop. Write in the past tense.	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop.
Year 1 Spelling	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>					
	ff ss ll zz	ck tch ve -y	ay ee igh ow oo	oo ar or air ir	ou oy ay/ the ee/ today igh/ of	ow/ said oo/ says oo/ are ar/ were or/ was

CURRICULUM FOR WRITING– YEAR 1

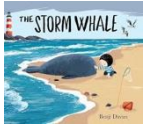

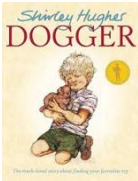
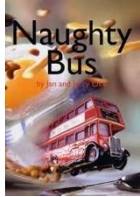
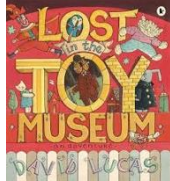
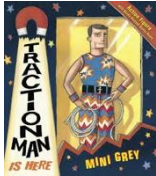
Autumn 2						
Science – Everyday Materials			Geography- Geography – What’s it like here?			
Text and Genre	Week 7	Week 8	Week 1	Week 2	Week 3	Week 4
	 The Three Little Pigs	 The Elves and the Shoemaker.	 The Tiger Who Came to Tea Judith Kerr	 Visit to local area.	 Percy the Park Keeper – After the Storm	 Instructions – The Gruffalo
Year 1 Genre Progression	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use first person. Use time words. Chronological. Use information based on a real event/experience.	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Title Numbered steps Each step on a new line What you need with bullet points Time adverbial as an opener Linked to personal experience Present tense Linked to oral instructions when playing
Handwriting - Form uppercase letters correctly, starting and finishing in the right place.						
Year 1 Grammar and Punctuation	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally) and ending with a full stop. Add missing words to a sentence.	Think, say and remember a sentence that starts with an opener. (<u>The</u> , <u>He</u> , She, It, <u>They</u>). Write a sentence starting with an opener and ending with a full stop. Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) or an opener.	Think, say and remember a sentence that starts with an opener. (<u>The</u> , <u>He</u> , <u>She</u> , It, <u>They</u>). Write a sentence starting with an opener and ending with a full stop. Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) or an opener.	Think, say and remember a sentence that starts with an opener. (<u>The</u> , <u>He</u> , <u>She</u> , <u>It</u> , <u>They</u>). Write a sentence starting with an opener and ending with a full stop. Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) or an opener. Use adjectives to describe a noun (size and colour). Use the personal pronoun 'I' (when writing a personal recount).	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) or an opener. Time word (time adverbial / time adverb) / opener always starts with a capital letter. Use a capital letter for names of people.	Write in the present tense (character description / instructions).
Year 1 Spelling	**"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023					
ff ss ll zz	ck tch ve -y	ay ee igh ow oo	oo/ l ar/ Me or/ We air/ go ir/ school	ou oy ay/ the ee/ today igh/ of	ay ee igh ow oo	

CURRICULUM FOR WRITING– YEAR 1

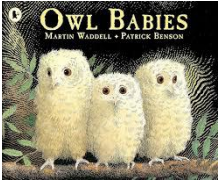

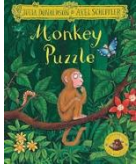
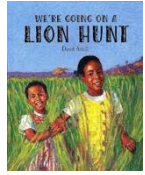
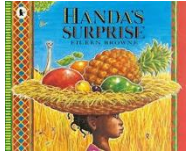
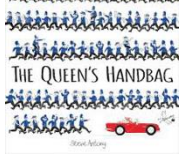
Spring 1

History- How toys have changed.

Science- Animals

		Week 5	Week 6	Week 7	Week 1	Week 2	Week 3
Text and Genre		The Storm Whale 	Recount of visit from Toy Museum 	Dogger 	The Naughty Bus 	Lost in the Toy Museum 	Traction Man – Character Description 
	Year 1 Genre Progression	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use first person. Use time words. Chronological. Use information based on a real event/experience.	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)
Handwriting- My letters are close together when I write a word (snuggle my letters).							
Year 1 Grammar and Punctuation	Read a sentence by putting my finger under each word checking it makes sense.	To write in the first person,(I, My, We). Use I, My, We as openers.	Use the conjunction 'and' to join two words. (The tree was tall and green).	Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash). Think, say and remember a sentence that starts with an exciting opener and ends with an exclamation mark. (Suddenly, As quick as a flash, Quickly).	Think, say and remember a sentence that starts with new time word (time adverbial / time adverb) and ends with a full stop or an exclamation mark.	Write in the present tense (character description / instructions). Use knew openers (On, Around, His, Traction Man)	
Year 1 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023						
	air/ Is ir/ His ou/ Has oy/ your multisyllabic set 1/ you	ph / They wh / Be ea / He oi / She a-e / no	i-e/So o-e/ By u-e/ My aw/ Here ur/ there	ire/ I ear/ Me ure/ We are/ go ue/ school	er/ Where ow/ Love ai/ Come oa/ Some ew/ one	ie/ Ask kn/ Friend au/ Here e-e/ Put ph/ push	

CURRICULUM FOR WRITING– YEAR 1



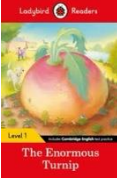
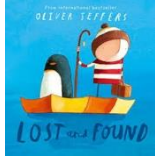

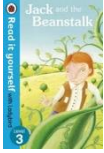
Spring 2						
Geography- What is the weather like in the UK?				Science – Animals		
Text and Genre	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3
	<p>The Owl Babies – Diary Entry</p> 	<p>Life Cycle Explanation</p> 	<p>Monkey Puzzle – Diary Entry</p> 	<p>Retell – We’re going on a Lion Hunt</p> 	<p>Retell – Handa’s Surprise</p> 	<p>The Queen’s Handbag – Retell</p> 
Year 1 Genre Progression	<p>Simple recount of a day First person Past tense Dear Diary</p>	<p>Present tense. Time adverbials to sequence the process It may be helpful if the children write an explanation which is linked to a simple life cycle.</p>	<p>Simple recount of a day First person Past tense Dear Diary</p>	<p>Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)</p>	<p>Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)</p>	<p>Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)</p>
Handwriting- I fill the line with my writing.						
Year 1 Grammar and Punctuation	<p>Correct any missing capital letters (Start of a sentence, proper nouns and personal pronoun I)</p>	<p>Use scientific language.</p>	<p>Use adjectives to describe thoughts and feelings (diary entry as a character, informal letter).</p>	<p>Increase use of a variety of time word (time adverbial / time adverb) (Later, Soon, At last....)</p>	<p>Use a wider variety of openers (Once upon a time...)</p>	<p>Think, say and remember a sentence that starts with a question opener and ends with a question mark. (Will, What) Use a question mark to demarcate a question sentence starting with Will and What. Use a capital letter for names of places</p>
Year 1 Spelling	<p><i>“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023</i></p>					
	<p>Wh/ pull ea / full oi / house a-e i-e</p>	<p>o-e u-e aw ur er</p>	<p>ow ai oa ew ire</p>	<p>ear ure are a-e i-e</p>	<p>o-e u-e aw ur- er</p>	<p>ea oi a-e i-e o-e</p>

CURRICULUM FOR WRITING– YEAR 1

Summer 1

History - How have Explorers Changed the World.

Science- Plants

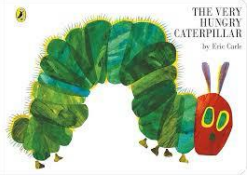
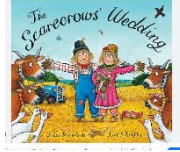
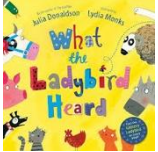



		Week 4	Week 5	Week 1	Week 2	Week 3	Week 4
Text and Genre		Animal Riddles 	How to plant a sunflower / bean. 	The Enormous Turnip – Retell 	Lost and Found – Retell 	Meerkat Mail – Retell 	Jack and the Beanstalk – Retell 
	Year 1 Genre Progression	Riddle What am I? Openers New clue, new line Present tense Conjunction – and (to join words) Tease the reader Adjectives Finish with What am I?	Title Numbered steps Each step on a new line What you need with bullet points Time adverbial as an opener Linked to personal experience Present tense Linked to oral instructions when playing	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)
Handwriting- Fill the line with writing and start a new line when there is not enough space to write the complete word.							
Year 1 Grammar and Punctuation	Use new sentence openers - I have, I am, You (riddles).	Check use of punctuation at the end of a sentence.	Use 'and' to join words and to join clauses in sentences.	-ed suffix	-ing suffix	-er and -est suffix	
Year 1 Spelling	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>						
	ow ai oa ew ire	ea oi a-e i-e o-e	u-e aw ur- er ow	ai oa ew ire ear	ure are ea oi a-e	i-e o-e u-e aw ur	

CURRICULUM FOR WRITING– YEAR 1

Summer 2

Science – Making Connections

Geography – What is it like living in Shanghai?

		Week 5	Week 6	Week 1	Week 2	Week 4	Week 5
Text and Genre		The Hungry Caterpillar – Retell 	The Scarecrows' Wedding - Retell 	What the Ladybird Heard – Retell 	The Growing Story – Retell 	Season Non-chronological  Report	Recount of trip to farm 
	Year 1 Genre Progression	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Facts gathered as a class Topic related vocabulary Given title Labelled pictures Present tense
Handwriting- Fill the line with writing and start a new line when there is not enough space to write the complete word.							
Year 1 Grammar and Punctuation	Use a capital letter for days of the week.	Focus on using the question words – Where and Who to begin a question sentence.	Correct any misspelt Year 1 Common Exception Words and many Year 1 Spelling rules.	Addition of adjective to improve a sentence.	Consolidation of previous skills / AFL	Consolidation of previous skills / AFL	Consolidation of previous skills / AFL
Year 1 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023						
	Compound words er ow ai oa	ew ire ear ure are	ea oi a-e i-e o-e	u-e aw ur er ow	ai oa ew ire ear	ea oi a-e i-e o-e	