

National Curriculum Objectives (Skills Coverage)

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

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NC: Grammar Terminology	Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark					
NC: Spelling	Discrete spelling lessons. See 'Essential Spellings' . Application in writing lessons: <ul style="list-style-type: none"> • Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far • 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 • Suffixes that can be added to verbs where no change is needed in the spelling (e.g. helping, helped, helper) • How the prefix un- changes the meaning of verbs and adjectives (for example: unkind, undoing, untied the boat) • Words containing each of the 40+ phonemes already taught, common exception words, days of the week 					
NC: Handwriting	Discrete handwriting lessons. See 'Handwriting Progression Toolkit' . Application in writing lessons: <ul style="list-style-type: none"> • Sit correctly at a table, holding pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these 					

National Curriculum Objectives Explained (Writing Purpose & Genre)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices	<ul style="list-style-type: none"> Pictures or illustrations can help the reader see what you are writing about in their mind Use a title to hook the reader's interest and to know what the writing might be about 					
Writing to Inform Language Choices	<ul style="list-style-type: none"> Pictures or illustrations can help the reader see what you are writing about in their mind Use a title to hook the reader's interest and to know what the writing might be about Use labels or captions to show the reader something they might not know about You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something 					
Genre Features	<p>Instructions: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered</p> <p>Written in time (or chronological) order so that the reader acts in the correct sequence or order</p> <p>Sometimes includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions</p>	<p>Traditional tale: Will often include repeated phrases</p> <p>May include animal characters that behave like humans (e.g. can talk)</p> <p>Character names will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf)</p> <p>Usually include happy endings</p> <p>Recipe: See instructions</p> <p>Poetry: Specific structures of poems can include list poems, which uses a list of words or phrases that represent a chosen topic</p>	<p>Narrative: Stories usually have a main character 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 plot of the story</p> <p>Introduce idea of rise-fall story shape for basic narrative structure</p> <p>Recount: Written in simple past tense</p> <p>Events are recounted in the time order that they happened</p>	<p>Narrative: Link to Spr1 objectives</p> <p>If appropriate, Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</p>	<p>Instructions: See Aut1 objectives</p> <p>Letter: Sender's address in top-right corner & Date under the sender's address</p> <p>Recipient's address on left-hand side</p> <p>Start with 'Dear...' or 'To whom it may concern...'</p> <p>Sign off with 'From...' or 'Love from...' (depending on how well you know your reader)</p>	<p>Explanation: Contains diagrams/ illustrations with labels</p> <p>May have technical vocabulary specific to the topic being explained</p> <p>Usually in present tense to clarify for the reader how something works at the time of writing</p> <p>Stages of a process are clearly broken down into steps to make this understandable for the reader to follow</p> <p>Narrative Link to Aut2 & Spr 2 objectives</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 spaces between words so that they can understand and follow the writing</p> <p>A sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)</p>					
Word & punctuation level	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Capital letters for names of people help the reader to understand that this is a proper noun</p> <p>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves and the reader can't miss us!</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Careful choice of nouns and verbs help the reader to create a picture in their minds</p> <p>Including adjectives to describe a noun helps the reader to create a more specific picture in their mind</p>	<p>As well as for names of people, we use capital letters for names of places as well as days of the week</p> <p>Capital letters for names of people help the reader to understand that this is a proper noun</p>	<p>An exclamation mark 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>Writers also use a capital letter for the personal pronoun I because this is the name we call ourselves and the reader can't miss us!</p> <p>Including adjectives to describe a noun helps the reader to create a more specific picture in their mind</p>	<p>Instead of a full stop, a question mark 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>

ESSENTIALWRITING Plans and Books

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