

Overview of Y1 Writing Curriculum

(Please refer to the whole school skills progression documents for end of year English objectives)

Autumn Term					
Rationale					
<p>This term the writing curriculum begins with getting children to write about personal experiences. Linking their writing to what they have done, introduces the children to the sense of authority with their writing. We then start to look at Thomas the Tank Engine stories as this links to our history topic of George Stephenson. Within this topic, we look at character descriptions using adjectives for detail whilst teaching the children basic sentence structures and grammar and punctuation. The children visit Shildon where they learn more about George Stephenson and the birth of the railways and through this we look at non-fiction writing.</p>					
Key Stimuli	Key Purposes	Forms	Spelling	Grammar & Punctuation	Handwriting
Thomas the tank engine stories	To entertain To explain	Character descriptions Short narratives	Apply phonic knowledge into writing (Phase 3)	Understand how words can combine to make sentences.	Sit correctly at a table holding a pencil correctly
Biographical inform on George Stephenson	To inform	Fact file	Apply simple spelling rules.	Using coordinating conjunction 'and'	Form most lower-case letters correctly
Trip to Shildon	To inform	Recount	Common Exception Words	Capital letters and full stops to demarcate sentences	Form letters in the correct direction.
Recount of their weekend	To report		Days of the week	Finger spaces	Form capital letters and numbers
Remembrance Day	To inform	Facts about animals in the war	Write simple sentences from memory.	Question and exclamation marks	Understand which letters belong to the same families.
Letter to Santa	To inform	Letter List			

Spring Term

Rationale

In the spring term, we start by reading Percy the Park Keeper stories by Nick Butterworth. We look at these stories in the spring as the children start to notice more wildlife in local parks and it links to our science topic of 'Animals, including humans'. By now, the children have a good understanding of basic sentence structure, therefore we introduce the children to more creative language including adjectives through describing characters and settings for the stories. The children gain more independence in their writing this term so we start to introduce them to writing their own short narratives. We recap writing formats introduced in the autumn term such as letters, non-chronological reports, short narratives and setting/character descriptions. We are finding out too about Robert Ropner this year linked to a new History topic and so will have park visits and informative writing to produce. We begin to encourage extended written sentences through the use of conjunctions.

Key Stimuli	Key Purposes	Forms	Spelling	Grammar & Punctuation	Handwriting
Percy the Park Keeper stories	To entertain To inform To explain	Story re-tell Character description Setting description Short narratives Letter Book review	Apply phonic knowledge into writing (Phase 4) Apply simple spelling rules. Year 1 Common Exception Words	Use plural suffixes -s and -es Use suffixes -ing, -ed, -er and -est to change verbs. Use prefix un- to change the meaning of verbs/adjectives.	Sit correctly at a table holding a pencil correctly
Biographical information on Nick Butterworth	To inform	Non-chronological report	Days of the week Write simple sentences from memory	Understand how words can combine to make sentences.	Form most lower-case letters correctly
Trip to RSPB	To inform	Trip recount	Adding -ing, -ed, -er and -est Adding -s and -es as a plural Use prefix un-	Using coordinating conjunction 'and' Capital letters and full stops Finger spaces	Form letters in the correct direction. Form capital letters and numbers Understand which letters belong to the same families.
Trip to Ropner Park -link to parks, their features, using maps and Robert Ropner	To inform	Chronological report-based on Robert Ropner linked to History work		Question and exclamation marks	

Summer Term

Rationale

The summer term sees us developing our short narrative writing using story mountains to build and sequence our ideas. We are developing our awareness of audience and trying to draw on our senses and emotions more for added detail and information. This initially is through the Magic Beach book alongside videos and a trip. We begin to introduce the idea of thinking about our audience more and write a postcard which is more informal and concise. We also have a greater focus on poetry this term and practise reciting some as part of our sessions but then go on to experience writing poetry. The children enjoy performing as a whole group whilst building up the performance in verses in groups. We also use objects for our poetry writing to help draw on our senses. The Lighthouse Keeper's lunch not only supports our narrative focus but helps us to consider instructions too. Miss Bossy is a useful tool to teach instructional writing – children appreciate that there is a time and place to be bossy if the purpose of writing is to be direct and clear.

Key Stimuli	Key Purposes	Forms	Spelling	Grammar & Punctuation	Handwriting
Magic Beach book	To entertain	Setting description – using senses and emotions Short narrative – use of story mountain to help	Apply phonic knowledge into writing (Phase 5) Apply simple spelling rules. Common Exception Words	Use plural suffixes -s and -es Use suffixes -ing, -ed, -er and -est to change verbs. Imperative verbs	Sit correctly at a table holding a pencil correctly Form most lower-case letters correctly
Videos of Brighton Beach	To entertain	Setting description	Days of the week	Understand how words can combine to make sentences.	Form letters in the correct direction.
Trip to Seaside	To inform To recount	Chronological report (Sequencing words)	Write simple sentences from memory	Using coordinating conjunction 'and' or 'because' to form simple compound sentences	Form capital letters and numbers
Trip to the seaside-postcards	To entertain To inform	Writing a postcard Sense of audience		To use adjectives to describe.	Understand which letters belong to the same families.
Poetry -starfish/seaside objects Pirate Pete poetry	To entertain	Poetry Acrostic poem Rhyme/non-rhyme		Capital letters and full stops – to know that capital letters are needed for names (including places and days of the week)	
Miss Bossy The Lighthouse Keeper's lunch	To instruct/inform	Instructions		Finger spaces	

Videos for following instructions on making sandwiches/sandcastles				Question and exclamation marks	
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