

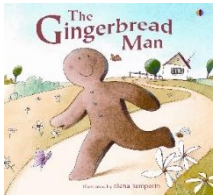
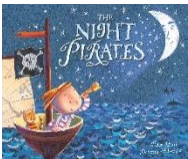

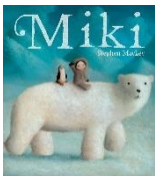
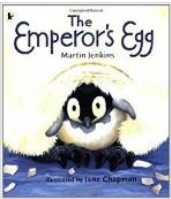


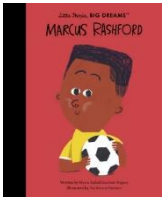
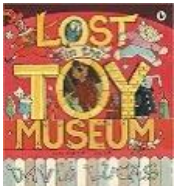
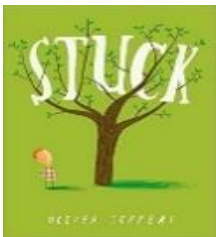
Year 1 Writing Overview 2023-2024

Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
Autumn 1 Marvellous Me	<i>Dictated sentence writing</i> Week 1 (3 days)	Outcome: Dictated sentences	<ul style="list-style-type: none"> Oral rehearsal Letter formation 	<ul style="list-style-type: none"> Capital letters Finger spaces Full stops
	<i>Rapunzel</i> Bethan Woolvin Week 2-3 	Outcome: Sentences about the beginning, middle and end of the story.	<ul style="list-style-type: none"> Capital letters Finger spaces Full stops Conjunctions: and 	<ul style="list-style-type: none"> Capital letters Finger spaces Full stops
	<i>Fact File – Where I live</i> Week 4-5 	Outcome: fact file about where we live (including our house/street, Southampton, England, UK)	<ul style="list-style-type: none"> Capital letters Finger spaces Full stops Capital letters for names Capital letters for pronoun I 	<ul style="list-style-type: none"> Capital letters Finger spaces Full stops
	<i>The Gingerbread Man</i> Mairi Mackinnon Week 6-7 	Outcome: Sentences about the beginning, middle and end of the story.	<ul style="list-style-type: none"> Capital letters Finger spaces Full stops S&L Sequencing sentences Oral rehearsal Adjectives 	<ul style="list-style-type: none"> Capital letters Finger spaces Full stops
Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives


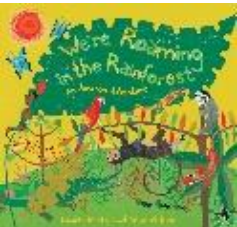

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Autumn 2 Pirates	<i>The Night Pirates</i> Peter Harris 	Outcome: Wanted Poster for Tom and the girl pirates	<ul style="list-style-type: none"> Verbs- adding –ed where there is no change to the root word Conjunctions: and, because Adjectives 	<ul style="list-style-type: none"> Capital letters: names Finger spaces Full stops
	<i>Monty the Penguin</i> Literacy Shed Video 	Outcome: Persuasive letter to Father Christmas asking for a new friend	<ul style="list-style-type: none"> Personal pronoun I Verbs 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Adjectives and verbs Conjunctions: and
Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
Spring 1 Hot or Not	<i>Miki</i> Stephen Mackey 	Outcome: Write own Miki story.	<ul style="list-style-type: none"> Conjunctions: and Verbs: adding –ed where no change is needed in the spelling of root words. Adjectives: to describe sea and arctic creatures 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Adjectives and verbs Conjunctions: and
	<i>The Emperor's Egg</i> Martin Jenkins 	Outcome: Fact file for an Emperor Penguin	<ul style="list-style-type: none"> Suffixes –er and –est where there is no change in the root word Question marks 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Conjunctions: and Adjectives and verbs
Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives

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		(long and short pieces)		
Spring 2 Toys	Marcus Rashford (Little People Big Dreams) Maria Isabel Sanchez Vegara 	Outcome: Letter to Marcus Rashford	<ul style="list-style-type: none"> • Question marks • Present tense: adding –ing where no change is needed in the spelling of root words. 	<ul style="list-style-type: none"> • Capital letters, full stops and finger spaces • Conjunctions: and, because
	Lost in the Toy Museum David Lucas 	Outcome: story retell	beginning to punctuate sentences using a question mark	<ul style="list-style-type: none"> - re-reading writing to check that it makes sense. - sequencing sentences to form short narratives - and - beginning to punctuate sentences using a capital letter and a full stop,
Term	Text	Potential Writing Outcome (long and short pieces)	Focus objectives	Ongoing objectives
Summer 1 The Great Fire of London	Stuck Oliver Jeffers 	Outcome: letter to Mr Davis (site manager)	<ul style="list-style-type: none"> • Using the prefix –un • –s and –es suffixes 	<ul style="list-style-type: none"> • Capital letters, full stops and finger spaces • Conjunctions: and, because

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	<p><i>The Great Fire of London</i> Emma Adams</p> 	<p>Outcome: Great Fire of London fact file</p>	<ul style="list-style-type: none"> Capital letters: people, places, days of the week Reviewing taught objectives: exclamation marks, question marks, past tense –ed, conjunctions. 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Conjunctions: and, because
Term	Text	Potential Writing Outcome (long and short pieces)	Focus objectives	Ongoing objectives
Summer 2 Forests	<p><i>We're Roaming in the Rainforest</i> Laurie Krebs and Anne Wilson</p> 	<p>Outcome: Acrostic poem about the rainforest</p>	<ul style="list-style-type: none"> using –ing where no change is needed in the spelling of root words. Adjectives: description of animals 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces
	<p><i>The Great Paper Caper</i> Oliver Jeffers</p> 	<p>Outcome: end of the story retell.</p>	<ul style="list-style-type: none"> Using –ed where no change is needed in the spelling of root words. Conjunctions – and, because, when 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces

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Statutory requirements <p>Pupils should be taught to:</p> <ul style="list-style-type: none">listen and respond appropriately to adults and their peersask relevant questions to extend their understanding and knowledgeuse relevant strategies to build their vocabularyarticulate and justify answers, arguments and opinionsgive well-structured descriptions, explanations and narratives for different purposes, including for expressing feelingsmaintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to commentsuse spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideasspeak audibly and fluently with an increasing command of Standard Englishparticipate in discussions, presentations, performances, role play, improvisations and debatesgain, maintain and monitor the interest of the listener(s)consider and evaluate different viewpoints, attending to and building on the contributions of othersselect and use appropriate registers for effective communication.	Statutory requirements <ul style="list-style-type: none">name the letters of the alphabet:<ul style="list-style-type: none">naming the letters of the alphabet in orderusing letter names to distinguish between alternative spellings of the same soundadd prefixes and suffixes:<ul style="list-style-type: none">using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbsusing the prefix un–using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]apply simple spelling rules and guidance, as listed in English Appendix 1write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Spelling (see English Appendix 1) <p>Pupils should be taught to:</p> <ul style="list-style-type: none">spell:<ul style="list-style-type: none">words containing each of the 40+ phonemes already taughtcommon exception wordsthe days of the week	Handwriting <p>Pupils should be taught to:</p> <ul style="list-style-type: none">sit correctly at a table, holding a pencil comfortably and correctlybegin to form lower-case letters in the correct direction, starting and finishing in the right placeform capital lettersform digits 0-9understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.
<p>Pupils should be taught to:</p> <ul style="list-style-type: none">develop their understanding of the concepts set out in English Appendix 2 by:<ul style="list-style-type: none">leaving spaces between wordsjoining words and joining clauses using andbeginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation markusing a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’learning the grammar for year 1 in English Appendix 2use the grammatical terminology in English Appendix 2 in discussing their writing.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">write sentences by:<ul style="list-style-type: none">saying out loud what they are going to write aboutcomposing a sentence orally before writing itsequencing sentences to form short narrativesre-reading what they have written to check that it makes sensediscuss what they have written with the teacher or other pupilsread aloud their writing clearly enough to be heard by their peers and the teacher.

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>