

Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Brilliant Banbury/Brackley</b></p> <p><b>Key Text</b> Bog Baby Window</p>	<p><b>Arctic Explorers</b></p> <p><b>Key Text</b> Narwal – Unicorn of the sea Rainbow Bear</p>	<p><b>World Changers throughout History</b></p> <p><b>Key Text</b> 10 things I can do to help my World</p>	<p><b>World Changers throughout History</b></p> <p><b>Key Text</b> Great Women who changed the world</p>	<p><b>London and the great fire of 1066</b></p> <p><b>Key Text</b> Goldilocks/ Goldilocks and just one bear</p>	<p><b>London and the great fire of 1066</b></p> <p><b>Key Text</b> Paddington Bear Katie in London</p>
<p><b>Knowledge (Genres taught)</b></p>	<p><b>Write to entertain</b> -Description using town picture stimulus and the text 'window' by Jeannie Baker -Write a story using the text 'Bog Baby'</p> <p><b>Write to inform</b> Instructions -Cloudy Day video from Literacy Shed+</p>	<p><b>Write to entertain</b> -poetry based on Winter -Short story based on 'The Bear and the Hare'</p> <p><b>Write to inform</b> -Non chronological report -Postcards from the Arctic</p>	<p><b>Write to entertain</b> -diary extract of Florence Nightingale</p> <p><b>Write to inform</b> -explanation using the text '10 things I can do to help my world' -biography of Florence Nightingale -Thank you letter</p>	<p><b>Write to entertain</b> -description using text 'great women who changed the world' -story writing -Caterpillar shoes from Literacy Shed +</p> <p><b>Write to inform</b> -instructions for making a sock puppet</p>	<p><b>Write to entertain</b> -traditional tales using the story of Goldilocks</p> <p><b>Write to inform</b> -recount of the fire using the video stimulus of 'Pudding Lane'</p>	<p><b>Write to entertain</b> -diary about a day trip to modern London -poetry about London -Story – The Clocktower from Literacy Shed +</p>
<p><b>Skills (spelling)</b></p>	<p><b>Write to entertain</b> The a I is my to where were was spelling rules to come from and be embedded through RWI or phonic scheme this term</p> <p><b>Write to inform</b> love push pull spelling rules to come from and be embedded through RWI or phonic scheme this term</p>	<p><b>Write to entertain</b> we here school today some here spelling rules to come from and be embedded through RWI or phonic scheme this term</p> <p><b>Write to inform</b> some there where so were was spelling rules to come from and be embedded through RWI or phonic scheme this term</p>	<p><b>Write to entertain</b> full house of spelling rules to come from and be embedded through RWI or phonic scheme this term plus the statutory spelling rules: - Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word</p> <p><b>Write to inform</b> go she are be I one put you your where come</p>	<p><b>Write to entertain</b> she some today he / his said ask do</p> <p>spelling rules to come from and be embedded through RWI or phonic scheme this term plus the statutory spelling rules: -words ending in -tch -Words ending –y _ add 's' or 'es' to pluralise nouns</p> <p><b>Write to inform</b> once come by</p> <p>spelling rules to come from and be embedded through RWI or phonic scheme this</p>	<p><b>Write to entertain</b> once no says spelling rules to come from and be embedded through RWI or phonic scheme this term plus the statutory spelling rules: - The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck - Adding –er and –est to adjectives where no change is needed to the root word</p> <p><b>Write to inform</b> to where were</p> <p>spelling rules to come from and be embedded through RWI or phonic scheme this term plus the statutory spelling rules: - Using k for the /k/ sound</p>	<p><b>Write to entertain</b> house full there she push pull me love they</p> <p>spelling rules to come from and be embedded through RWI or phonic scheme this term plus the statutory spelling rules: -New consonant spellings ph and wh -words ending in -tch - Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word - add the suffixes -ing, -ed, -er and -est to root words applying some suffix spelling rules.</p>

			<p>spelling rules to come from and be embedded through RWI or phonic scheme this term plus the statutory spelling rules:</p> <ul style="list-style-type: none"> <li>- Adding s and es to words (plural of nouns and the third person singular of verbs)</li> <li>- compound words</li> <li>- Adding the prefix –un</li> </ul>	<p>term plus the statutory spelling rules:</p> <ul style="list-style-type: none"> <li>- The /v/ sound at the end of words</li> </ul>		
<p><b>Skills (composition, vocabulary, grammar and punctuation)</b></p>	<p><b>Write to entertain</b></p> <ul style="list-style-type: none"> <li>-Letter formation</li> <li>-Simple sentences</li> <li>-Phoneme/Grapheme correspondence.</li> <li>-Capital letters and full stops</li> <li>-Sounds in words</li> <li>-capital letter of the pronoun ‘I’</li> <li>-question marks</li> <li>-reread my writing to check that it makes sense (editing)</li> </ul> <p><b>Write to inform</b></p> <ul style="list-style-type: none"> <li>-use my past and present tense correctly</li> <li>-use simple coordination to link and extend sentences</li> <li>-Use a number of features of different text types and make appropriate topic/subject matter vocabulary choices.</li> <li>-punctuation correctly: capital letter of the pronoun ‘I’</li> <li>question marks</li> <li>exclamation marks</li> </ul>	<p><b>Write to entertain</b></p> <ul style="list-style-type: none"> <li>-poetry forms and discussions</li> <li>-Letter formation</li> <li>-Simple sentences</li> <li>Phoneme/Grapheme correspondence.</li> <li>-Capital letters and full stops</li> <li>-Sounds in words</li> <li>-Oral rehearsal</li> </ul> <p><b>Write to inform</b></p>	<p><b>Write to entertain</b></p> <ul style="list-style-type: none"> <li>-Letter formation</li> <li>-Simple sentences</li> <li>-use past and present tense correctly</li> <li>-Simple and compound sentences</li> <li>- use adjectives to describe</li> <li>-Oral rehearsal</li> </ul> <p><b>Write to inform</b></p> <ul style="list-style-type: none"> <li>- write lower case and capital letters in the correct direction, starting and finishing in the right place</li> <li>-use of conjunctions</li> <li>- Subheadings Titles Captions Labels</li> </ul>	<p><b>Write to entertain</b></p> <ul style="list-style-type: none"> <li>-Capital letter for the pronoun ‘I’ and proper nouns</li> <li>-Question marks</li> <li>-reread my writing to check that it makes sense and make suggested changes with some support</li> <li>-simple and compound sentence structures</li> <li>Exclamation marks</li> <li>-Oral rehearsal</li> </ul> <p><b>Write to inform</b></p> <ul style="list-style-type: none"> <li>-Imperative Verbs</li> <li>-Ordinal Language</li> <li>-Conjunctions to link and extend sentences</li> <li>-Editing and publishing</li> </ul>	<p><b>Write to entertain</b></p> <ul style="list-style-type: none"> <li>-Story Openings</li> <li>-traditional tale features including structure</li> <li>- write simple stories about myself and others (real or fictional)</li> </ul> <p><b>Write to inform</b></p> <ul style="list-style-type: none"> <li>-Chronological -Ordering</li> <li>-Oral rehearsal</li> <li>- Past tense</li> </ul>	<p><b>Write to entertain</b></p> <ul style="list-style-type: none"> <li>- Use features of different text types and make appropriate topic/subject matter vocabulary choices.</li> <li>-use exclamations, question marks and full stops.</li> <li>- use my past and present tense correctly</li> <li>-use of conjunctions to extend</li> <li>-editing and publishing</li> </ul>

## Intent

Our Writing curriculum will allow children to develop and thrive with the transcription and composition elements of writing. Children will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Children will find writing engaging and enjoyable by writing based around a range of exciting stimuli and understand the importance of writing as a life-long skill.