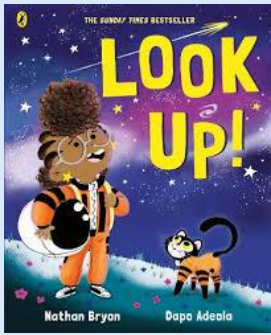
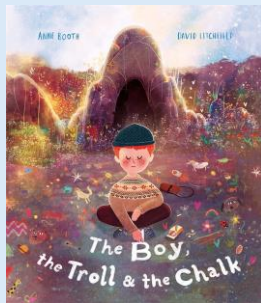
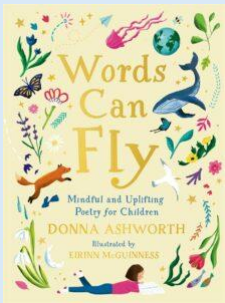
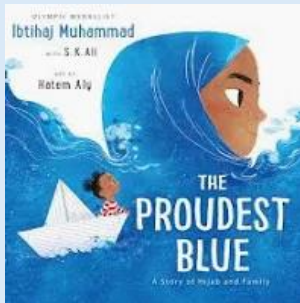
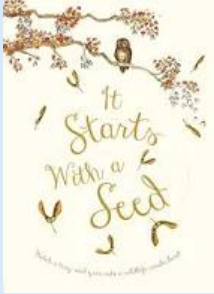
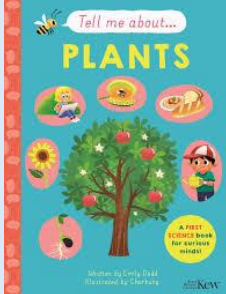
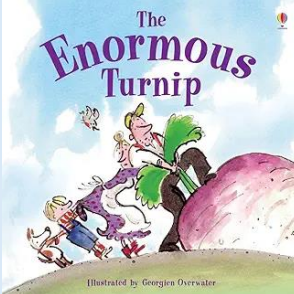
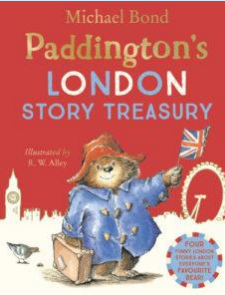
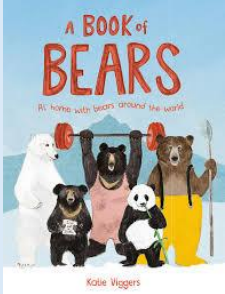


Year 1	Autumn 1			Autumn 2		
Text for writing focus	All the Ways to be Smart- Davina Bell 	Look Up- Nathan Bryon and Dapo Adeola 	Big People, Little Dreams Mae Jemison- Maria Isabel Sanchez Vegara 	The Boy, the Troll and the Chalk Anne Booth & David Litchfield 	Words Can Fly- Donna Ashworth and Eirinn McGuinness 	The Proudest Blue- Ibtihaj Muhammad and S.K. Ali 
Why this, why now?	Curriculum Link: Y1 History- People Who Inspire Us This is initial unit builds on EYFS foundations to secure letter formation and simple sentence writing.	Curriculum Link: Y1 History- People Who Inspire Us Narrative teaching begins with retelling stories so that pupils can internalise the language and structure of a story before independent writing.	Curriculum Link: Y1 History- People Who Inspire Us Non-chronological reports are introduced for the first time in Year 1, as outlined in the genre progression document, building on foundations established in EYFS.	Curriculum Link: Y1 PSHE Celebrating Differences (Friendship) Narrative is revisited, moving from retelling to adapting a known structure so pupils begin to make independent choices within a familiar framework.	Curriculum Link: Y1 PSHE Celebrating Differences (Friendship) Poetry is introduced through acrostic poems, providing a clear and supportive structure that enables pupils to focus on word choice and simple sentence construction.	Curriculum Link: Y1 PSHE Celebrating Differences Recount is introduced for the first time, using writing in role so pupils can retell a familiar part of the story, reducing cognitive load and enabling them to focus on sequencing events and composing simple sentences.
Main outcome	'All the ways we are smart' class book for EYFS. Personal sentences and labels.	Narrative Retell Genre progression Narrative.docx	Fact File Genre progression Non Chronological.docx	Narrative Genre progression Narrative.docx	Poetry- Acrostic Poem about Friendship Genre progression Poetry.docx	Recount- Diary Entries Genre progression Recount.docx
Purpose for writing	To inform	To entertain	To inform.	To entertain	To entertain	To inform
Possible Immersive Hook	A 'worry message' from EYFS. 'Some of us think we are not smart because we cannot read or write yet. Can you help us to	Visit from the planetarium. Classroom turned into a space discovery zone.		A troll visits the classroom overnight: chalk drawings on the tables/ floor/ playground, troll footprints, a cave, a message (I came to	Children explore what it means to be a good friend through discussion and role play.	Children to explore what it means to feel proud.

	understand what being smart means?'			your school but no one noticed me).		
National Curriculum Coverage *indicates retrieval as this has been previously taught.	<u>Transcription:</u> Segment spoken words into phonemes and represent these by graphemes, spelling some correctly. Spell words containing each of the 40+ phonemes already taught. Spell common exception words taught so far. Write from memory simple dictated sentences containing words using the GPCs and common exception words taught so far.	<u>Transcription:</u> Segment spoken words into phonemes and represent these by graphemes.* Spell words containing the GPCs taught so far.* Spell common exception words taught so far.* Add the suffix -ed to verbs where no change is needed to the spelling of the root word. Write from memory simple dictated sentences containing taught words.*	<u>Transcription:</u> Segment spoken words into phonemes and represent these by graphemes.* Spell words containing taught GPCs.* Spell common exception words taught so far.* Learn the names of the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Add -s and -es to form regular plural nouns. Write from memory simple dictated sentences containing taught words.*	<u>Transcription:</u> Apply taught GPCs when spelling.* Segment spoken words into phonemes.* Spell common exception words taught so far.* Add -ing to verbs where no change is needed to the root word. Add -ed to verbs where no change is needed.* Add the prefix un- to verbs and adjectives. Write dictated sentences using taught spelling knowledge.*	<u>Transcription:</u> Apply taught GPCs and segment words for spelling.* Spell common exception words taught so far.* Add -ing and -ed to verbs where the root word remains unchanged.* Add -er to verbs where the root word remains unchanged, for example help – helper. Add -er and -est to adjectives where the root word remains unchanged, for example kind – kinder – kindest. Write dictated sentences using taught spelling knowledge.*	<u>Transcription:</u> Apply taught GPCs when spelling.* Segment spoken words into phonemes.* Spell common exception words taught so far.* Spell the days of the week. Apply -ed to regular past-tense verbs.* Apply taught suffixes and the prefix un-.* Write dictated sentences using taught spelling knowledge.*
	<u>Composition:</u> Say aloud what they are going to write about. Compose a sentence orally before writing it. Re-read what they have written to check that it makes sense.	<u>Composition:</u> Say aloud what they are going to write about.* Compose a sentence orally before writing it.* Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense.* Discuss what they have written with the teacher or other pupils.	<u>Composition:</u> Say aloud what they are going to write about.* Compose sentences orally before writing.* Write a sequence of related factual sentences. Re-read writing to check that it makes sense.* Discuss writing with the teacher or other pupils.*	<u>Composition:</u> Say aloud what they are going to write about.* Compose sentences orally before writing.* Sequence sentences to form a short narrative.* Re-read writing to check that it makes sense.* Discuss writing with the teacher or other pupils.*	<u>Composition:</u> Say aloud what they are going to write about.* Compose orally before writing.* Re-read writing to check that it makes sense.* Discuss writing and word choices with the teacher or other pupils.* Read their writing aloud clearly enough to be heard by their	<u>Composition:</u> Say aloud what they are going to write about.* Compose sentences orally before writing.* Sequence sentences to recount events.* Re-read writing to check that it makes sense.* Discuss writing with the teacher or other pupils.* Read completed writing aloud clearly enough to be heard.*

					peers and the teacher.	
	<u>Handwriting:</u> Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Begin to form capital letters.	<u>Handwriting:</u> Sit correctly and hold a pencil comfortably and correctly.* Form lower-case letters in the correct direction.* Form capital letters.* Understand which letters belong to the same handwriting families and practise these.	<u>Handwriting:</u> Maintain the correct sitting position and pencil grip.* Form lower-case letters correctly.* Form capital letters.* Form digits 0-9. Identify and practise letters belonging to the same handwriting families.*	<u>Handwriting:</u> Maintain the correct sitting position and pencil grip.* Form lower-case and capital letters correctly.* Practise letters in handwriting families.* Form digits 0-9.*	<u>Handwriting:</u> Maintain correct posture and pencil grip.* Form lower-case and capital letters correctly.* Practise letters within handwriting families.* Form digits correctly.*	<u>Handwriting:</u> Maintain correct posture and pencil grip.* Form lower-case and capital letters correctly.* Form digits correctly.* Apply knowledge of handwriting families.*
	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences. Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop. Use a capital letter for the personal pronoun I. Introduce and use the terminology: letter, capital letter, word, sentence, punctuation and full stop.	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Leave spaces between words.* Begin to punctuate sentences using a capital letter and a full stop.* Use a capital letter for I.* Use the terminology letter, capital letter, word, sentence, punctuation and full stop.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Leave spaces between words.* Use capital letters and full stops.* Use capital letters for names of people. Understand how -s and -es change a noun from singular to plural. Introduce and use the terminology singular and plural. Use previously introduced grammatical terminology.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Leave spaces between words.* Use capital letters and full stops.* Use capital letters for people and I.* Understand how un- can change the meaning of verbs and adjectives, including negation and undoing. Begin to punctuate sentences using question marks and exclamation marks where appropriate. Introduce and use the terminology question mark and exclamation mark. Use previously introduced grammatical terminology.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Leave spaces between words.* Use capital letters and full stops where the lines form sentences.* Use question marks or exclamation marks where appropriate.* Understand how the suffixes -ing, -ed and -er can be added to verbs without changing the root word. Use taught grammatical terminology when discussing writing.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Join words and join clauses using and. Leave spaces between words.* Use capital letters and full stops.* Use question marks and exclamation marks where appropriate.* Use capital letters for names, days of the week and I.* Use taught grammatical terminology when discussing writing.*

Year 1	Spring 1			Spring 2		
Text for writing focus	It Starts with a Seed- Laura Knowles 	Tell Me About: Plants- Emily Dodd 	The Enormous Turnip- Katie Daynes 	Paddington's London Story Treasury- Michael Bond 	A Book of Bears- Katie Viggers 	Katie in London- James Meyhew 
Why this, why now?	Curriculum Links: Y1 Science- Plants Instructions are introduced for the first time, rooted in real-life experience as pupils plant and care for seeds, enabling them to sequence actions clearly in writing.	Curriculum Links: Y1 Science- Plants Non-chronological reports are revisited , building on Autumn learning through first-hand exploration of real plants to strengthen independence.	Curriculum Links: Y1 Science- Plants Narrative is revisited , strengthening sequencing and cohesion through repeated patterns and oral rehearsal.	Curriculum Links: Y1 Geography- What human and physical features make London unique? Explanation is introduced for the first time, linked to a familiar, hands-on experience so pupils begin to connect actions with simple reasons.	Curriculum Links: Y1 Geography- What human and physical features make London unique? Non-chronological reports are revisited , providing a further opportunity to consolidate structure and organisation so pupils can apply this knowledge with increasing independence.	Curriculum Links: Y1 Geography- What human and physical features make London unique? Narrative is revisited , moving from patterned and supported structures towards greater independence as pupils apply known story structures within a new setting.
Main outcome	Instructions- How to plant a seed so it can grow Genre progression Instruction Texts.docx	Non-Chronological Report- Parts of a Plant Genre progression Non Chronological.docx	Narrative with a repeating pattern. Genre progression Narrative.docx	Explanation- How to make a marmalade sandwich. Genre progression Explanation Texts.docx	Non-Chronological Report about Paddington Genre progression Non Chronological.docx	Adventure Narrative Genre progression Narrative.docx
Purpose for writing	To inform	To inform	To entertain	To explain.	To inform	To entertain
Possible Immersive Hook	Children discover a tray of seed and soil with a message 'These seeds need your help to grow.'	Plant Experts Needed- Children are given real plants to explore. They could have missing	A large vegetable is stuck (prop vegetable, rope) and the children try to pull it out but can't.	Paddington needs your help. A suitcase appears filled with everything you need to make a	A letter from Paddington- Dear Children, I am a bear from Peru. I would like to learn about other	'Tour of London' experience- Children are given tickets and board a London Bus. At each stop, they visit

	Maintain correct posture and pencil grip.* Form lower-case and capital letters correctly.* Apply knowledge of handwriting families.* Form digits correctly.*	Maintain correct posture and pencil grip.* Form lower-case letters in the correct direction.* Form capital letters and digits correctly.* Apply knowledge of handwriting families.*	Maintain correct posture and pencil grip.* Form lower-case and capital letters correctly.* Form digits correctly.* Apply knowledge of handwriting families.*	Maintain correct posture and pencil grip.* Form lower-case and capital letters correctly.* Apply handwriting families.* Form digits correctly.*	Maintain correct posture and pencil grip.* Form lower-case letters, capital letters and digits correctly.* Apply knowledge of handwriting families.*	Maintain correct posture and pencil grip.* Form lower-case letters, capital letters and digits correctly.* Apply knowledge of handwriting families.*
	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Join words and clauses using and.* Leave spaces between words.* Use capital letters and full stops.* Use question marks or exclamation marks where appropriate.* Use capital letters for names and I.* Use taught grammatical terminology.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Join words and clauses using and.* Leave spaces between words.* Use capital letters and full stops.* Understand the effect of -s and -es on singular and plural nouns.* Use singular and plural accurately when discussing nouns.* Use capital letters for names where appropriate.* Use taught grammatical terminology.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Join words and clauses using and.* Leave spaces between words.* Use capital letters and full stops.* Use question marks and exclamation marks where appropriate.* Use capital letters for names and I.* Use taught grammatical terminology.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Join words and clauses using and.* Leave spaces between words.* Use capital letters and full stops.* Use question marks or exclamation marks where appropriate.* Use capital letters for names and I.* Use taught grammatical terminology.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Join words and clauses using and.* Leave spaces between words.* Use capital letters and full stops.* Use question marks and exclamation marks where appropriate.* Use capital letters for names of people and places. Use singular and plural accurately.* Use taught grammatical terminology.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Join words and clauses using and.* Leave spaces between words.* Use capital letters and full stops.* Use question marks and exclamation marks where appropriate.* Use capital letters for people, places and I.* Use taught grammatical terminology.*

Year 1	Summer 1			Summer 2		
Text for writing focus	The Three Little Wolves and The Big Bad Pig- Eugene Trivizas and Helen Oxenbury	Building a Home- Polly Faber	Gina Kaminski Saves the Wolf- Craig Barr-Green	At the Beach: Postcards from Crabby Spit- Roland Harvey	We're Going on Bear Hunt- Michael Rosen and Helen Oxenbury	Tiny Crab is a Tidy Crab- Paula Bowles

National Curriculum Coverage *indicates retrieval as this has been previously covered.	Apply taught GPCs and segment words for spelling.* Spell common exception words taught so far.* Apply -s/-es, -ing, -ed, -er and -est correctly.* Apply the prefix un-.* Spell compound words.* Write dictated sentences using taught spelling knowledge.*	Apply taught GPCs and segment words for spelling.* Spell common exception words taught so far.* Apply plural and verb suffixes.* Apply -er to verbs and adjectives, for example build – builder and strong – stronger.* Apply -est to adjectives where the root remains unchanged.* Apply the prefix un-.* Spell compound words.* Write dictated sentences using taught spelling knowledge.*	Apply taught GPCs and segment words for spelling.* Spell common exception words taught so far.* Apply taught prefixes, suffixes and plural endings.* Spell compound words.* Write dictated sentences using taught spelling knowledge.*	Apply taught GPCs and segment words for spelling.* Spell common exception words taught so far.* Spell the days of the week.* Apply taught prefixes, suffixes and plural endings.* Spell compound words.* Write dictated sentences using taught spelling knowledge.*	Apply taught GPCs and segment words for spelling.* Spell common exception words taught so far.* Apply taught prefixes, suffixes and plural endings.* Spell compound words.* Write dictated sentences using taught spelling knowledge.*	Independently apply taught GPCs when spelling.* Segment spoken words into phonemes and represent these with graphemes.* Spell the Year 1 common exception words taught.* Apply -s, -es, -ing, -ed, -er and -est.* Apply the prefix un-.* Spell compound words.* Use letter names to distinguish between alternative spellings.* Write from memory dictated sentences containing taught words.*
	<u>Composition:</u> Say aloud and orally rehearse ideas before writing.* Compose sentences orally before writing.* Sequence sentences to form a short narrative.* Re-read writing to check that it makes sense.* Discuss writing with the teacher or other pupils.* Read completed writing aloud clearly enough to be heard.*	<u>Composition:</u> Say aloud what they are going to write about.* Compose sentences orally before writing.* Write a sequence of related sentences. Re-read writing to check that it makes sense.* Discuss writing with the teacher or other pupils.* Read completed writing aloud clearly enough to be heard.*	<u>Composition:</u> Say aloud what they are going to write about.* Compose sentences orally before writing.* Write sequences of related sentences.* Re-read writing to check that it makes sense.* Discuss writing with the teacher or other pupils.* Read completed writing aloud clearly enough to be heard.*	<u>Composition:</u> Say aloud and rehearse what they are going to write.* Compose sentences orally before writing.* Sequence sentences to recount events.* Re-read writing to check that it makes sense.* Discuss writing with the teacher or other pupils.* Read completed writing aloud clearly enough to be heard.*	<u>Composition:</u> Say aloud and rehearse ideas before writing.* Compose sentences orally before writing.* Sequence sentences to create a simple narrative.* Re-read writing to check that it makes sense.* Discuss writing with the teacher or other pupils.* Read and perform completed writing aloud clearly enough to be heard.*	<u>Composition:</u> Say aloud and rehearse what they are going to write.* Compose sentences orally before writing.* Sequence sentences to form a complete short narrative.* Re-read writing to check that it makes sense.* Discuss writing with the teacher or other pupils.* Read completed writing aloud clearly enough to be heard.*
	<u>Handwriting:</u> Maintain correct posture and pencil grip.*	<u>Handwriting:</u> Maintain correct posture and pencil grip.*	<u>Handwriting:</u> Maintain correct posture and pencil grip.*	<u>Handwriting:</u> Maintain correct posture and pencil grip.*	<u>Handwriting:</u> Maintain correct posture and pencil grip.*	<u>Handwriting:</u> Sit correctly and hold a pencil comfortably and correctly.*

	Form lower-case letters, capital letters and digits correctly.* Apply knowledge of handwriting families.*	Form lower-case letters, capital letters and digits correctly.* Apply knowledge of handwriting families.*	Form lower-case letters, capital letters and digits correctly.* Apply knowledge of handwriting families.*	Form lower-case letters, capital letters and digits correctly.* Apply knowledge of handwriting families.*	Form lower-case letters, capital letters and digits correctly.* Apply knowledge of handwriting families.*	Form lower-case letters in the correct direction, beginning and ending in the right place.* Form capital letters correctly.* Form digits 0-9 correctly.* Apply knowledge of handwriting families.*
	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Join words and clauses using and.* Leave spaces between words.* Use capital letters and full stops.* Use question marks and exclamation marks where appropriate.* Use capital letters for names, places and I.* Understand the effect of taught prefixes and suffixes on meaning.* Use taught grammatical terminology.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Join words and clauses using and.* Leave spaces between words.* Use capital letters and full stops.* Use exclamation marks where appropriate.* Use capital letters for names and I.* Understand how suffixes change the meaning of words.* Use taught grammatical terminology.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Join words and clauses using and.* Leave spaces between words.* Use capital letters and full stops.* Use question marks and exclamation marks where appropriate.* Use capital letters for names and I.* Use the terms sentence, punctuation, full stop, question mark and exclamation mark accurately.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Join words and clauses using and.* Leave spaces between words.* Use capital letters and full stops.* Use question marks and exclamation marks where appropriate.* Use capital letters for people, places, days of the week and I.* Use taught grammatical terminology.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Join words and clauses using and.* Leave spaces between words.* Use capital letters and full stops where sentences are used.* Use question marks and exclamation marks where appropriate.* Use capital letters for names and I.* Use taught grammatical terminology.*	<u>Vocabulary, Grammar and Punctuation:</u> Combine words to make sentences.* Join words and clauses using and.* Leave spaces between words.* Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.* Use capital letters for names of people, places, days of the week and I.* Understand the effect of regular plural suffixes on the meaning of nouns.* Understand how -ing, -ed and -er can be added to verbs without changing the root word.* Understand how un- changes the meaning of verbs and adjectives.* Use the terminology letter, capital letter, word, singular, plural, sentence,

						punctuation, full stop, question mark and exclamation mark when discussing writing.*
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