

**Year 1  
Writing Overview**

<b>Term:</b> Autumn 1 <b>Genres:</b> - <ul style="list-style-type: none"> <li>• Character description</li> <li>• Acrostic Poem</li> <li>• Adventure Story</li> </ul>	<b>Project: Super Senses</b>	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- Supertato – Sue Hendra</li> <li>- Superkid – Claire Freedman</li> <li>- Brave – Stacy McAnulty</li> <li>- The Listening Walk – Paul Showers</li> <li>- We’re Going on a Leaf Hunt</li> <li>- I Hear a Pickle – Rachel Isadora</li> <li>- Something Smells – Blake Hellman</li> <li>- Other Adventure Stories as appropriate to cohort (model text focusing on describing elements of five senses)</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>- <a href="https://www.onceuponapicture.co.uk/">https://www.onceuponapicture.co.uk/</a></li> <li>- <a href="https://www.literacyshed.com/flight.html">https://www.literacyshed.com/flight.html</a></li> <li>- <a href="https://www.literacyshed.com/the-fantasy-shed.html">https://www.literacyshed.com/the-fantasy-shed.html</a></li> </ul>
<b>New learning Cycle:- 1 Character description</b>	<b>Purpose:</b> To entertain	<b>Audience:</b> KS1 children	
<b>Toolkit (Reception expectation)</b>			
<b>Generic Character Description</b>		<b>Grammatical/ Language Features (Reception)</b>	
<ul style="list-style-type: none"> <li>• Some adjectives used to describe the character.</li> <li>• Pronouns are used to make reference to the character e.g. he is..., she has...</li> <li>• Characters are humans or animals.</li> </ul>		<ul style="list-style-type: none"> <li>• Sentences are demarcated using full-stops, capital letters and finger spaces.</li> <li>• Descriptive language (adjectives) are used to describe people, places, objects or things.</li> <li>• Pronouns can be used to describe a character e.g. he, she, they.</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ol style="list-style-type: none"> <li>1. Character description of a superhero that the children know already, or one that they wish to design themselves. Focus on the features which support pupil’s knowledge development of senses e.g. He has large eyes to spot trouble.</li> </ol>	<ol style="list-style-type: none"> <li>1. Receive a letter from a superhero explaining that they need your help. You must design a superhero who can join their team. Suggest which powers/abilities they would need to have.</li> <li>2. Create a ‘Year 1’ superhero identity for yourself – what would your superhero power be? How would you use your senses to help you?</li> <li>3. Create a range of sensory clues to learn about a character. Provide opportunities for pupils to see, hear, feel different clues and discuss who the character might be, based on these.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Pencil grip</b></li> <li>2. <b>Handwriting Expectations</b> – formation, size and direction of letters is correct.</li> <li>3. <b>Finger spaces</b></li> <li>4. <b>Simple sentence construction</b> - Sentences are constructed with a subject (noun) and a verb. Capital letters and a full stop both correctly.</li> <li>5. <b>Tricky Words</b> – spelling of both Phase 2 and Phase 3 tricky words is correct.</li> <li>6. <b>Phonics application</b> – Pupils use their phonic knowledge to attempt to write unfamiliar words in a phonetically plausible way. Irregular common words should be spelt correctly.</li> <li>7. <b>Reading back work</b> – Pupils are able to read back what they have written using blending skills.</li> <li>8. <b>Adjectives</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Simple sentence structure – capital letters and full stops.</li> </ol>

**Misconceptions:**

- Absence of capital letters, finger spaces and full stops.
- Use of phonics leading to misspelling of high frequency words.
- The use of full stops at the end of a line rather than the end of a sentence.
- Absence of capital letters used for names of people and/or places.
- Incorrect pencil grip.
- Incorrect letter formation.

<b>New Learning Cycle 2</b>	<b>Purpose:</b> To entertain	<b>Audience:</b> Key Stage 1 Pupils learning about senses	
<b>Toolkit:</b>			
<b>Generic Narrative:</b>		<b>Grammatical/ Language Features:</b>	
<ul style="list-style-type: none"> <li>• Acrostic poems are a type of poetry where the first, last or other letters spell out a word or phrase.</li> <li>• The most common form of acrostic poems spells out a word using the first letters of each line.</li> <li>• The poem does not have to rhyme or have a specific meter, although it could be added</li> <li>• The lines of the poem are usually surrounding the theme of the word that is being spelt out.</li> <li>• each letter of the word that is being spelt out uses a capital letter.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Capital letters</b> are used at the start of a sentence and for all letters of an acrostic word.</li> <li>• <b>Full stops</b> at the end of a statement/simple sentence.</li> <li>• <b>description</b> is used to add detail</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ol style="list-style-type: none"> <li>1. Acrostic poem focused on one particular sense e.g. See, Smell, Hear, Touch, Taste.</li> <li>2. Acrostic poem focused on a sensory item or noun e.g. chocolate, cake, popcorn, autumn.</li> <li>3. Acrostic poem focused on an experience e.g. fireworks, birthday parties, seaside.</li> </ol>	<ul style="list-style-type: none"> <li>• Pupils to spend time exploring a multisensory object or experience. Create descriptions for each sense e.g. What can you see? Hear? Taste? Touch?</li> <li>• Pupils to explore a range of acrostic poems and focus on their performance to generate ideas and understanding for the poem type.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Presentation</b> – handwriting and finger spaces used appropriately to allow the poem to be read.</li> <li>• <b>Letter formation</b> – focusing on capital letter for chosen acrostic word.</li> <li>• <b>Simple description</b> to add detail (adjectives)</li> <li>• <b>Phonics application</b> – Pupils use their phonic knowledge to attempt to write unfamiliar words in a phonetically plausible way. Irregular common words spelt correctly.</li> <li>• <b>Reading back work</b> – Pupils are able to read back what they have written using blending skills.</li> <li>• <b>Nouns</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Layout Device</b> – letters of the word laid out vertically using capital letters.</li> <li>• <b>Vocabulary</b>- Chosen acrostic word/associated words – linked to a theme/topic.</li> </ul>
<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>- Use of phonics leading to misspelling of high frequency words.</li> <li>- Graphemes with alternate pronunciations.</li> <li>- Capitalising the wrong/incorrect word.</li> </ul>			

- Absence of capital letters, finger spaces and full stops.
- Incorrect pencil grip.
- Incorrect letter formation

<b>New Learning Cycle 3:</b> Adventure Story	<b>Purpose:</b> To entertain	<b>Audience:</b> KS1 children who like action/adventure stories	
<b>Toolkit:</b>			
<b>Adventure Narrative:</b>		<b>Grammatical/ Language Features:</b>	
<ul style="list-style-type: none"> <li>Simple narratives and retellings are told/ written in first or third person.</li> <li>Simple narratives are told/ written in past tense.</li> <li>Events are sequenced to create texts that make sense.</li> <li>The main participants are human or animal.</li> <li>Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing</li> </ul> <b>Common structure:</b> <ul style="list-style-type: none"> <li>Opening (beginning)</li> <li>Conflict/Problem (middle)</li> <li>Resolution (end)</li> </ul> <b>Adventure:</b> <ul style="list-style-type: none"> <li>Series of exciting events</li> <li>'Action' vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>Stories are often written in the <b>third person and past tense</b> e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed.</li> <li><b>Sentences</b> are demarcated using <b>full-stops, capital letters and finger spaces</b>.</li> <li>Use of <b>conjunctions e.g. and, but, because</b> to join ideas and create variety in the sentence structure.</li> <li><b>description</b> is used to add detail</li> <li>Use of <b>exclamation marks</b> to indicate emotions such as surprise or shock</li> <li><b>Question marks</b> can be used to form questions EG. Who are you? said the wolf.</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
1. Retell a simple adventure narrative.	1. Share an adventure story with the pupils. 2. Receive a video or letter from the main character asking them for help. 3. Create or plan a 'Sensory Walk'. Focus on a setting and provide different objects for pupils to explore based on your adventure.	1. <b>Simple sentence construction</b> - capital letters (including names and places) and full stops used correctly- noun and adjective present. 2. <b>Tricky Words</b> – spelling of both Phase 2 and Phase 3 tricky words is correct. (is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure) 3. <b>Reading back work</b> – Pupils are able to read back what they have written using blending skills. 4. <b>Phonics application</b> – Pupils use their phonic knowledge to attempt to write unfamiliar words in a phonetically plausible way. Irregular common words spelt correctly. 5. <b>Nouns</b>	1. Simple past tense. 2. Conjunctions used to join sentences together – and 3. Adjectives used to describe senses. 4. Prefix 'un' Suffixes 's' and 'es'
<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>Story sequencing – language of chronology should be carefully considered to move the story onto the next sequence.</li> <li>Incorrect formation of an exclamation/question mark</li> </ul>			

- Shift in tense
- Absence of capital letters and full stops when writing more detailed sentences

<b>Term:</b> Autumn 2  <b>Genres:</b> - <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Diary Entry</li> </ul>	<b>Project: Memory Box</b>	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- 'The Memory Tree' by Britta Teckentrup (theme of loss)</li> <li>- 'The Heart and the Bottle' by Oliver Jeffers (theme of loss)</li> <li>- 'Old Man of the Sea' by Stella Elia</li> <li>- 'In the Attic' by Hiawyn Oram</li> <li>- 'Tiddler'- Julia Donaldson</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=wsG2S_1PRnk">https://www.youtube.com/watch?v=wsG2S_1PRnk</a> Disney Pixar- Up- Memory Book</li> <li>- <a href="https://www.youtube.com/watch?v=XN8M0yvTvQ8">https://www.youtube.com/watch?v=XN8M0yvTvQ8</a> Disney Pixar- Inside Out- Riley's Memories</li> </ul>
<b>New Learning Cycle 1 Instructions</b>	<b>Purpose:</b> To inform	<b>Audience:</b> Children who want to learn more about looking after pets	
<b>Toolkit</b>			
<b>Generic Recount:</b>		<b>Grammatical/ Language Features:</b>	
<ul style="list-style-type: none"> <li>• Begin by defining the goal or desired outcome- title e.g. How to look after a rabbit.</li> <li>• List any material or equipment needed (in order) e.g. hutch, straw, water bottle, bowl, food.</li> <li>• Provide simple, clear instructions.</li> <li>• If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal (using numbered steps).</li> <li>• Use diagrams or illustrations to support the text.</li> </ul>		<ul style="list-style-type: none"> <li>• Use imperative verbs (commands) e.g. cut, hold, shut.</li> <li>• Include negative comments e.g. Do not leave the cage open.</li> <li>• Written in the <b>present tense</b> e.g. leave it to dry. Take it out of the oven.</li> <li>• The use of <b>second person</b> may be used if communicating directly with the reader (you, your)</li> <li>• <b>Sentences</b> are demarcated using <b>full-stops, capital letters and finger spaces</b>.</li> <li>• Use of <b>conjunctions</b> e.g. <b>'and'</b> to join ideas and create variety in the sentence structure.</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ol style="list-style-type: none"> <li>1. Pupils to write instructions for how to use historical items.</li> </ol>	<ol style="list-style-type: none"> <li>1. Spend time exploring old toys or objects. Pupils to discover how to use them.</li> <li>2. Pupils to receive a message from an older figure who had rediscovered their childhood toys. Ask the pupils to explore them and write instructions for children today.</li> <li>3. Show photos of items from the past. Provide the same items for pupils to explore.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Simple sentence construction</b> - capital letters and full stops used correctly present.</li> <li>2. <b>Co-ordination</b> is used to join clauses together (<b>and</b>).</li> <li>3. <b>Reading back work</b> – Pupils are able to read back what they have written using blending skills.</li> <li>4. <b>Tricky Words</b> – spelling of both Phase 2 and Phase 3 tricky words is correct. (is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure)</li> <li>5. <b>Phonics application</b> – Pupils use their phonic knowledge to attempt to write unfamiliar words in a phonetically plausible way. Irregular common words spelt correctly.</li> <li>6. <b>Reading back work</b> – Pupils are able to read back what they have written using blending skills.</li> <li>7. Prefix 'un'</li> <li>8. Nouns</li> </ol>	<ol style="list-style-type: none"> <li>1. Imperative verbs (may refer to as bossy verbs.)</li> <li>2. <b>Present tense</b></li> <li>3. <b>Language of chronology</b> – first, next, later, after that, a few seconds later etc.</li> <li>4. <b>Technical/subject specific vocabulary.</b></li> </ol>

**Misconceptions:**

- Use of first/third person e.g. I put the water bowl in/They put the water bowl in.
- Instructions written out of chronological order.
- Over-use of adjectives. Adjectives should only be used for precision e.g. Put the hamster in the brown box.

**New Learning Cycle 2:**  
Adventure Story

**Purpose:** To entertain

**Audience:** KS1 children who like action/adventure stories

**Toolkit:****Generic Narrative:**

- Simple narratives and retellings are told/ written in first or third person.
- Simple narratives are told/ written in past tense.
- Events are sequenced to create texts that make sense.
- The main participants are human or animal.
- Simple narratives use typical characters, settings and events whether imagined or real.
- 'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing

Common structure:

- Opening (beginning)
- Conflict/Problem (middle)
- Resolution (end)

**Adventure:**

- series of exciting events
- 'action' vocabulary

**Grammatical/ Language Features:**

- Stories are often written in the **third person and past tense** e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed.
- **Personal recounts** and retellings often use the **first person** and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school.
- **Sentences** are demarcated using **full-stops, capital letters and finger spaces**.
- Use of **conjunctions** e.g. 'and' 'but' to join ideas and create variety in the sentence structure.
- **Simple description** is used to add detail
- Use of **exclamation marks** to indicate emotions such as surprise or shock

**Possible Content for Writing**

1. Children to write an adventure story based on an object that was found in a memory box/attic etc.
2. Children to write a new page/adventure for an existing

**Hook Ideas**

1. Share animated clips- see visual literacy clips- think of another memory/adventure for the characters
2. Share an adventure story with a similar theme (adventure based on a found object) (*Dylan's Amazing Dinosaurs Book series is a good example or In the Attic- see book links*)

**Skills to Review**

1. **Letter formation/finger spaces**
2. **Simple sentence construction** - capital letters (including names and places) and full stops used correctly – noun, adjectives and verbs included.
3. **Past tense including past tense verbs** - he ran, she walked
4. **Tricky Words** – spelling of both Phase 2 and Phase 3 tricky words is correct. (is, I, the, put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be, was, you, they, my, by, all, are, sure, pure)
5. **Phonics application** – Pupils use their phonic knowledge to attempt to write unfamiliar words in a phonetically plausible way. Irregular common words spelt correctly.

**Skills to Teach**

1. Use of exclamation marks to indicate emotions such as surprise or shock
2. First person
3. **Chronological terminology** (first, then, after)



<p>book/animated clip  - another 'made up adventure' in <i>Tiddler</i>  - another adventure for the old man in <i>Old man of the Sea</i>  - another adventure in <i>The Attic</i></p>	<ol style="list-style-type: none"> <li>3. Explore an old chest/suitcase. Provide children with a chest or suitcase and fill with interesting objects/photos-enquiry, questions, inference</li> <li>4. Art/Craft- Create a piece of art depicting a chest/box with a special object inside.</li> <li>5. Drama- create an 'adventure' for the children to experience</li> <li>6. Illustrate a missing page from a book showing a new adventure</li> <li>7. Write about a memorable experience e.g. St John's Museum or history workshops.</li> </ol>	<ol style="list-style-type: none"> <li>6. <b>Reading back work</b> – Pupils are able to read back what they have written using blending skills.</li> <li>7. Suffixes 's' and 'es'</li> </ol>	
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**Misconceptions:**

- Absence of capital letters, finger spaces and full stops.
- Use of phonics leading to misspelling of high frequency words.
- The use of full stops at the end of a line.
- Absence of capital letters used for names of people and/or places.
- Switching tenses
- Forming an exclamation mark incorrectly (possibly upside down looking similar to a lowercase 'i'; too big or small etc.)

<b>Term:</b> Spring 1  <b>Genres:</b> - <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Recount</li> </ul>	<b>Project:</b> Bright Lights, Big City	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- <i>The Town Mouse and the Country Mouse</i>- Aesop's fables</li> <li>- <i>Paddington at the Palace</i>- Michael Bond</li> <li>- Poetry books</li> <li>- Home – Carson Ellis</li> <li>- A House is a House for Me – Mary Ann Hoberman</li> <li>- If I Built a House – Chris Van Dusen</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>- Google Maps (Street View)</li> <li>- Buckingham Palace Tour: <a href="https://www.youtube.com/watch?v=9MeqUPkVg2U">https://www.youtube.com/watch?v=9MeqUPkVg2U</a></li> <li>- Birmingham City at Night: <a href="https://www.youtube.com/watch?v=wm_cuOyb95w">https://www.youtube.com/watch?v=wm_cuOyb95w</a></li> </ul>
<b>New Learning Cycle 1:</b> Setting description	<b>Purpose:</b> To inform	<b>Audience:-</b> KS1 children who are interested in cities/towns	
<b>Toolkit:</b>			
<b>Generic Features:</b>		<b>Grammatical/ Language Features:</b>	
<ul style="list-style-type: none"> <li>• Written in third person</li> <li>• Written in the past tense</li> <li>• Typical settings whether imagined or real</li> <li>• Senses are described to the reader.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Sentences</b> are demarcated using <b>full-stops, capital letters and finger spaces.</b></li> <li>• <b>Description</b> is used to add detail – topic specific, adjectives</li> <li>• <b>Co-ordination</b> is used to join clauses together (and, but).</li> <li>• <b>Variety of written sentence openers</b> (frequently used verbally) e.g. There is... The tree is... In the sky... On top of the hill...</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ol style="list-style-type: none"> <li>1. Describe a setting from a picture book, photo prompt or visit.</li> <li>2. Design your own building or setting and consider which senses you could describe here.</li> </ol>	<ol style="list-style-type: none"> <li>1. Show a range of buildings on tables around the room. As pupils to discuss what they can see in each image.</li> <li>2. Show a magnified area of an image. What setting might this be? How do you know?</li> <li>3. Show images of the local area. What can you see here? What might you hear, taste, smell etc?</li> <li>4. Show a range of settings and discuss the senses you could explore there.</li> <li>5. Visit a nearby building or attraction including a trip into Birmingham Centre.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Simple sentence construction</b> - capital letters (including names and places) and full stops used correctly – noun, adjectives and verbs included.</li> <li>2. <b>Co-ordination</b> is used to join clauses together (<b>and</b>).</li> <li>3. <b>First Person</b></li> <li>4. <b>Phonics application</b> – Pupils use their phonic knowledge to attempt to write unfamiliar words in a phonetically plausible way. Irregular common words spelt correctly.</li> </ol>	<ol style="list-style-type: none"> <li>1. Variety of <b>sentence openers</b> used frequently in spoken language e.g. There is... The tree is... In the sky... On top of the hill...</li> <li>2. Adjectives used to describe senses.</li> </ol>

	Take photograph of the scenery whilst you are there.	<p><b>5. Reading back work</b> – Pupils are able to read back what they have written using blending skills.</p> <p><b>6. Prefix 'un'</b> Suffixes 's' and 'es'</p>	
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**Misconceptions:**

- Maintaining third person – pupils can sometimes move to first person when describing a setting/character.
- Repeating the same sentence openers
- Absence of capital letters and full stops in sentence demarcation
- Repeated adjectives or using words of a similar meaning to describe- for example, the big, giant tree

<b>New Learning Cycle 2:</b> Recount	<b>Purpose:</b> To inform	<b>Audience:-</b> Other children who want to visit Birmingham	
<b>Toolkit:</b>			
<b>Generic Recount:</b>		<b>Grammatical/ Language Features:</b>	
<ul style="list-style-type: none"> <li>• Orientation such as scene-setting or establishing context e.g. On Thursday 2<sup>nd</sup> April we went to the park.</li> <li>• An account of the events that took place, often in chronological order e.g. First, next, after that, finally.</li> <li>• Some additional detail about each event e.g. Then we ate yummy ice cream by the pond.</li> <li>• Reorientation - a closing statement that may include elaboration e.g. It was a fantastic day. I hope that we can go back soon.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>First person</b> is used for personal recounts</li> <li>• Usually written in <b>past tense</b> e.g. we went, we had, we saw.</li> <li>• <b>Co-ordination</b> is used to join clauses (and, but, because)</li> <li>• <b>Simple description</b> is used to add detail</li> <li>• Use of <b>capital letters</b> for names, places and the pronoun 'I'.</li> <li>• <b>Sentences</b> demarcated with a <b>capital letter, full stop and finger spaces</b></li> <li>• Use of <b>exclamation marks</b> to indicate emotions such as surprise or shock</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
1. Recount of a trip within the local area.	<ol style="list-style-type: none"> <li>1. Go on a tour of your local area. Look for key landmarks and things that make your town/city unique. Produce a sketch map and take photos.</li> <li>2. Ask pupils to take photos of their local area. Share these and discuss.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>First person</b> including the pronoun 'I'</li> <li>2. <b>Simple past tense.</b></li> <li>3. <b>Chronological terminology</b> (first, then, after)</li> <li>4. <b>Sentences demarcated accurately with capital letters and full stops</b></li> <li>5. <b>Capital letters</b> for names and places</li> <li>6. <b>Exclamation marks</b> to indicate emotion. (It was amazing!)</li> <li>7. <b>Phonics application</b> – Pupils use their phonic knowledge to attempt to write unfamiliar words in a phonetically plausible way. Irregular common words spelt correctly.</li> <li>8. <b>Reading back work</b> – Pupils are able to read back what</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Context/Orientation statement-</b> setting the scene (link to days of the week) On Monday etc.</li> <li>2. <b>Applying Phase 5 Tricky Words</b></li> </ol>

		they have written using blending skills. 9. Suffixes 's' and 'es'	
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**Misconceptions:**

- Misuse of tense. Changing between past to present.
- Incorrect formation of an exclamation mark (drawn like a lowercase i)
- Incorrect person- using third instead of first
- Understanding of a sentence (clause) when using 'and'- should join two separate sentences together. Children need to see the difference between joining ideas or joining clauses  
e.g.

I went to the park *and* I bought an ice-cream. (Joins two clauses)

I went to the park *and* the cinema. (Joins two ideas)

<b>Term:</b> Spring 2  <b>Genres:</b> - <ul style="list-style-type: none"> <li>• Non – chronological report</li> <li>• Character Description</li> </ul>	<b>Project:</b> Paws, Claws and Whiskers	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- <i>The Tiger Who Came to Tea</i> – Judith Kerr</li> <li>- <i>The Great Pet Sale</i> - Mick Inkpen</li> <li>- <i>Dear Zoo</i> – Rod Campbell</li> <li>- <i>Usborne Children’s Picture Atlas of Animals</i> – Hazel Maskell</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>- Pip: <a href="https://www.youtube.com/watch?v=07d2dXHYb94">https://www.youtube.com/watch?v=07d2dXHYb94</a></li> <li>- The Secret Life of Pets: <a href="https://www.youtube.com/watch?v=i-80SGWfEjM">https://www.youtube.com/watch?v=i-80SGWfEjM</a></li> </ul>
<b>New Learning Cycle 1:</b> Non-Chronological Report	<b>Purpose:</b> To inform	<b>Audience:-</b> KS1 children who are interested in animals	
<b>Toolkit:</b>			
<b>Generic Non-Chronological Report:</b>		<b>Grammatical/ Language Features:</b>	
<ul style="list-style-type: none"> <li>• Title</li> <li>• Logical structure – grouping information into sections.</li> <li>• Tends to focus on generic subject (Dogs) rather than specific subjects (My dog Ben)</li> <li>• An opening statement, often a general classification (Sparrows are birds) – sometimes followed by a more detailed or technical classification (Their Latin Name is...);</li> <li>• A description of whatever is the subject of the report, organised in some way to help the reader make sense of the information. For example: its qualities (Like most birds, sparrows have feathers.); its parts and their function (The beak is small and strong so that it can ...); its habitat/behaviour/uses (Sparrows nest in...).</li> <li>• Images and/or diagrams which can be used to support the text e.g. photographs of specific animals and/or their features.</li> </ul>		<ul style="list-style-type: none"> <li>• Often written in third <b>person</b>. (They like to build their nests ... It is a cold and dangerous place to live.)</li> <li>• Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.)</li> <li>• Use of <b>capital letters</b> for names, places and the pronoun ‘I’.</li> <li>• <b>Sentences</b> demarcated with a <b>capital letter, full stop and finger spaces</b></li> <li>• <b>Questions</b> can be used to form titles- Where do they live?</li> <li>• <b>Question marks</b> denote a question</li> <li>• <b>Simple description</b> to add factual detail</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ol style="list-style-type: none"> <li>1. Choose your favourite animal (from the trip you went on) and create a non-chronological report sharing information about them.</li> <li>2. Create a ‘class encyclopaedia’ using non-chronological reports that the children have written.</li> <li>3. Research ‘rare’ animals that are not commonly found. Create non-</li> </ol>	<ol style="list-style-type: none"> <li>1. Go on a trip to a local animal centre or zoo e.g. West Midlands Safari Park, Birmingham Wildlife Conservation Centre. Take photographs of the different types of animals you see when you are there. (Virtual visits if not possible)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Accurate sentences and demarcation</b></li> <li>2. <b>Pronouns</b> are used to make reference to a subject e.g. they.</li> <li>3. <b>Co-ordination</b> is used to join clauses together (<b>and</b>).</li> <li>4. <b>Simple description (adjectives)</b> for</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Question marks</b> to form titles/subheadings- What do they eat? Where do they live?</li> <li>2. <b>Technical (Tier 3) vocabulary</b> is used to add detail to the text e.g. claws, mane, venom.</li> </ol>

<p>chronological reports to provide information on them.</p>	<ol style="list-style-type: none"> <li>2. Invite an 'Animal Man/Woman' into school to learn more about different types of animals.</li> <li>3. Ask children to bring in photographs of pets that they have or a photograph of their favourite animal. Spend time sharing these photos and explaining why they like this animal.</li> </ol>	<p>informative/factual detail (appearance)</p> <ol style="list-style-type: none"> <li>5. <b>Present Tense</b></li> <li>6. <b>Phonics application</b> – Pupils use their phonic knowledge to attempt to write unfamiliar words in a phonetically plausible way. Irregular common words spelt correctly.</li> <li>7. <b>Reading back work</b> – Pupils are able to read back what they have written using blending skills.</li> <li>8. Suffixes 's' and 'es'</li> <li>9. Applying Phase 5 Tricky Words</li> </ol>	
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**Misconceptions:**

- Use of phonics leading to misspelling of high frequency/technical words.
- Absence of capital letters – specifically for places of origin e.g. Africa.
- Use of capital letters for nouns e.g. tiger.
- Moving from third to first person within the text.
- Writing subjectively – using own opinion.
- Using adjectives for emotional effect rather than technicality e.g. funny, sad, silly.

<b>New Learning Cycle 2:</b> Character Description	<b>Purpose: To entertain</b>	<b>Audience: Children in KS1</b>	
<b>Toolkit:</b>			
<b>Generic Recount:</b>		<b>Grammatical/ Language Features:</b>	
<ul style="list-style-type: none"> <li>• Adjectives used to describe the character, drawing upon specific nouns.</li> <li>• Pronouns are used to make reference to the character e.g. he is..., he has...</li> <li>• Characters are humans or animals.</li> </ul>		<ul style="list-style-type: none"> <li>• Sentences are demarcated using full-stops, capital letters and finger spaces.</li> <li>• Descriptive language (adjectives) are used to describe people, places, objects or things.</li> <li>• Pronouns can be used to describe a character e.g. he, she, they.</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ol style="list-style-type: none"> <li>1. Pupils to describe a favourite animal of theirs.</li> <li>2. Pupils to design a new animal and describe it.</li> </ol>	<ol style="list-style-type: none"> <li>1. Revisit a trip or experience when pupils learnt about animals. As them to describe the animals they saw.</li> <li>2. Play a game in pairs where one pupil has an animal. Explain that they have to describe the animal without showing it and their partner should guess which animal it is.</li> <li>3. Place footprint and clues in the classroom and explain that an animal escaped. Pupils to work together to identify which animal it was and explain how they know.</li> </ol>	<ol style="list-style-type: none"> <li>4. <b>Sentence structure and construction</b> - Sentences are constructed with a subject (noun), adjectives and verbs. Capital letters and a full stop are used correctly.</li> <li>5. <b>Tricky Words including Phase 5</b></li> <li>6. <b>Phonics application</b> – Pupils use their phonic knowledge to attempt to write unfamiliar words in a phonetically plausible way. Irregular common words spelt correctly.</li> <li>7. <b>Reading back work</b> – Pupils are able to read back what they have written using blending skills.</li> <li>8. <b>Third Person, Present Tense.</b></li> <li>9. Prefix ‘un’</li> <li>10. Suffixes ‘s’ and ‘es’</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Conjunctions</b> is used to join clauses together: and (but, because, so – ambitious conjunctions in readiness for Year 2).</li> </ol>



<b>Term:</b> Summer 1  <b>Genres:-</b> <ul style="list-style-type: none"> <li>• Narrative (Fairy tale)</li> <li>• Letter (in role)</li> </ul>		<b>Project:</b> Enchanted Woodland		<b>Book Links:</b> <ul style="list-style-type: none"> <li>- <i>Hansel and Gretel</i></li> <li>- <i>The Gruffalo</i>- Julia Donaldson</li> <li>- <i>The Night Gardener</i> by the Fan Brothers</li> <li>- <i>Into the Forest</i>- Anthony Browne</li> </ul>		<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>- Hansel and Gretel (Once upon a Picture):  <a href="https://www.onceuponapicture.co.uk/portfolio_page/hansel-and-gretel/">https://www.onceuponapicture.co.uk/portfolio_page/hansel-and-gretel/</a>  <a href="https://www.onceuponapicture.co.uk/portfolio_page/summer-night/">https://www.onceuponapicture.co.uk/portfolio_page/summer-night/</a>  <a href="https://www.onceuponapicture.co.uk/portfolio_page/cottage-woods/">https://www.onceuponapicture.co.uk/portfolio_page/cottage-woods/</a>   <a href="https://www.bbc.co.uk/iplayer/episode/b00pk64x/the-gruffalo">https://www.bbc.co.uk/iplayer/episode/b00pk64x/the-gruffalo</a>            Gruffalo animation         </li> </ul>	
<b>New Learning Cycle 1:</b>		<b>Purpose:</b> To entertain		<b>Audience:</b> Key Stage 1 Pupils			
				<b>Toolkit:</b>			
<b>Generic Setting Description:</b>				<b>Grammatical/ Language Features:</b>			
<ul style="list-style-type: none"> <li>• Written in third person</li> <li>• Written in the past tense</li> <li>• Typical settings whether imagined or real</li> <li>• Senses are described to the reader.</li> </ul>				<ul style="list-style-type: none"> <li>• <b>Sentences</b> are demarcated using <b>full-stops, capital letters and finger spaces.</b></li> <li>• <b>Description</b> is used to add detail – topic specific, adjectives</li> <li>• <b>Co-ordination</b> is used to join clauses together (and, but).</li> <li>• <b>Variety of written sentence openers</b> (frequently used verbally) e.g. There is... The tree is... In the sky... On top of the hill...</li> </ul>			
<b>Possible Content for Writing</b>		<b>Hook Ideas</b>		<b>Skills to Review</b>		<b>Skills to Teach</b>	
<ol style="list-style-type: none"> <li>1. Retell the story of your chosen text.</li> <li>2. Create a new narrative in the style of your chosen text.</li> </ol>		<ol style="list-style-type: none"> <li>1. Receive a letter from Hansel and Gretel asking for help and explaining what had happened to them.</li> <li>2. Share a newspaper article about a local gardener who has been creating shapes in plants near the school.</li> <li>3. Create a video clip of a character from your story asking for help.</li> </ol>		<ol style="list-style-type: none"> <li>1. <b>Sentence structure and construction</b> - Sentences are constructed with a subject (noun), adjectives and verbs. Capital letters and a full stop are used correctly.</li> <li>2. <b>Past tense</b></li> <li>3. <b>Third Person.</b></li> <li>4. <b>Exclamation marks.</b></li> <li>5. <b>Questions</b> including question marks</li> <li>6. <b>Conjunctions</b> used to join clauses together (and).</li> <li>7. <b>Tricky Words including Phase 5</b></li> <li>8. Prefix 'un'</li> </ol>		<ol style="list-style-type: none"> <li>1. Verbs which add a sense of danger e.g. crept, snuck, tiptoed, hid, boomed.</li> <li>2. Story language – once upon a time, there lived, there once was, a long time ago.</li> </ol>	

		Suffixes 's' and 'es'	
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**Misconceptions:**

- Maintaining third person – pupils can sometimes move to first person when describing a setting/character.
- Repeating the same sentence openers
- Absence of capital letters and full stops in sentence demarcation
- Repeated adjectives or using words of a similar meaning to describe- for example, the big, giant tree

<b>New Learning Cycle 2: Letter in Role</b>	<b>Purpose: To inform</b>	<b>Audience: Children in KS1</b>	
<b>Toolkit:</b>			
<b>Generic Recount:</b>		<b>Grammatical/ Language Features:</b>	
<ul style="list-style-type: none"> <li>• Written in first person</li> <li>• Written in the past tense</li> <li>• Typical characters whether imagined or real</li> <li>• Specific language choices help create realistic- sounding characters e.g. adjectives</li> <li>• Letter is sequenced and written in a chronological order.</li> <li>•</li> </ul>		<ul style="list-style-type: none"> <li>• Written in the <b>first person</b>.</li> <li>• Written in the <b>past tense</b></li> <li>• Apostrophes to show possession e.g.. Goldilocks couldn't believe her eyes.</li> <li>• <b>Sentences</b> are demarcated using <b>full-stops, capital letters and finger spaces</b>.</li> <li>• <b>Conjunctions</b> including 'and', 'but', 'because', are used to join ideas and enable subordination of ideas, creating variety in sentence structure.</li> <li>• <b>Noun phrases</b> to create description</li> <li>• <b>Verbs</b> should be chosen for effect</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
1) Write a letter in role as William, describing his experiences with the Night Gardener.	<ol style="list-style-type: none"> <li>2. Share a newspaper article about a local gardener who has been creating shapes in plants near the school.</li> <li>3. Share the story- discuss what is a gardener, what is their purpose, why do people have gardeners?</li> <li>4. Become gardeners for the day - use space around school to plant some vegetables.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Accurate sentences</b> demarcated correctly</li> <li>2. <b>Simple descriptive language (adjectives)</b></li> <li>3. <b>Co-ordination</b> to join clauses together (and)</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Read back work to check it makes sense and editing (Year 1 greater depth)</b></li> <li>2. Opportunity to revisit all Year 1 objectives and any other gaps.</li> </ol>
<b>Misconceptions:</b>			
<ul style="list-style-type: none"> <li>- Using adjectives to correctly describe appearance vs personality/manner.</li> <li>- Consistent tense and person</li> <li>- Placement of an apostrophe</li> </ul>			

<b>Term:</b> Summer 2  <b>Genres:</b> - <ul style="list-style-type: none"> <li>• Adventure story</li> <li>• Recount</li> </ul>	<b>Project:</b> Dinosaur Planet	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- <i>Where the Wild Things Are</i> – Maurice Sendak</li> <li>- <i>The Dinosaur Who Lost His Roar</i></li> <li>- <i>The Dinosaur That Pooped the Planet</i> – Tom Fletcher</li> <li>- <i>Tyrannosaurus Drip</i> – Julia Donaldson</li> <li>- <i>Dylan’s Amazing Dinosaurs</i>- E.T Harper</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>- Dinosaur visit (FX Guru App)</li> <li>- Dino Ride: <a href="https://www.onceuponapicture.co.uk/portfolio_page/dino-ride/">https://www.onceuponapicture.co.uk/portfolio_page/dino-ride/</a></li> <li>- You’re Gonna Need a Bigger Boat: <a href="https://www.onceuponapicture.co.uk/portfolio_page/youre-gonna-need-a-bigger-boat/">https://www.onceuponapicture.co.uk/portfolio_page/youre-gonna-need-a-bigger-boat/</a></li> </ul>
<b>New Learning Cycle 1:</b> Diary Entry	<b>Purpose:</b> To inform/to reflect	<b>Audience:-</b>	
<b>Toolkit:</b>			
<b>Generic Narrative:</b>		<b>Grammatical/ Language Features:</b>	
<ul style="list-style-type: none"> <li>• Simple narratives and retellings are told/ written in first or third person.</li> <li>• Simple narratives are told/ written in past tense.</li> <li>• Events are sequenced to create texts that make sense.</li> <li>• The main participants are human or animal.</li> <li>• Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>• ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing</li> </ul> <b>Common structure:</b> <ul style="list-style-type: none"> <li>• Opening (beginning)</li> <li>• Conflict/Problem (middle)</li> <li>• Resolution (end)</li> </ul> <b>Adventure:</b> <ul style="list-style-type: none"> <li>• series of exciting events</li> <li>• ‘action’ vocabulary</li> </ul>		<ul style="list-style-type: none"> <li>• Stories are often written in the <b>third person and past tense</b> e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear’s bed.</li> <li>• <b>Sentences</b> are demarcated using <b>full-stops, capital letters and finger spaces</b>.</li> <li>• Use of <b>conjunctions e.g. and, but, because</b> to join ideas and create variety in the sentence structure.</li> <li>• <b>description</b> is used to add detail</li> <li>• Use of <b>exclamation marks</b> to indicate emotions such as surprise or shock</li> <li>• <b>Question marks</b> can be used to form questions e.g. Who are you? said the wolf.</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
1) Imagine your room transforms like Max’s did. Create a story to explain where you were taken and what you found there. What	1. Receive a newspaper report advising that there is an unidentified creature roaming around the local area. Read descriptions for the creature e.g. sharp, terrible claws.	<ol style="list-style-type: none"> <li><b>1. Accurate sentences demarcated with the appropriate punctuation.</b></li> <li><b>2. Simple Past tense</b></li> <li><b>3. Third Person.</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Words and phrases to add a sense of danger.</li> <li>2. <b>Read back work to check it makes sense and editing (Year 1 Greater Depth)</b></li> </ol>

<p>did the creatures who inhabited the island look like?</p> <ol style="list-style-type: none"> <li>2. Create a new story where you travel to an island full of dinosaurs. What is the problem? How will it be resolved.</li> <li>3. Use the picture 'Dino Ride' as a stimulus for a new story.</li> <li>4. Write a new story about one of Dylan's dinosaur adventures with a new dinosaur- create a new story to add to the book series.</li> </ol>	<p>Share the story of <i>Where the Wild Things Are</i> to identify the creature.</p> <ol style="list-style-type: none"> <li>4. Received a diary entry written by Max about his journey with the wild things. Learn about his story by reading through the text.</li> <li>5. Children dress as a dinosaur explorer for a dinosaur themed day where children go on an adventure</li> <li>6. Meet a dinosaur (company with dinosaur costumes)</li> </ol>	<ol style="list-style-type: none"> <li>4. <b>Adjectives – effect, descriptive</b></li> <li>5. <b>Question and exclamation marks.</b></li> <li>6. <b>Conjunctions</b> is used to join clauses together (and, but, because, so, or).             <ol style="list-style-type: none"> <li>1. <b>'Story language'</b> (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing</li> </ol> </li> </ol>	
<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>- Story sequencing – language of chronology should be carefully considered to move the story onto the next sequence.</li> <li>- Incorrect formation of an exclamation/question mark</li> <li>- Shift in tense</li> <li>- Absence of capital letters and full stops when writing more detailed sentences</li> </ul>			

<b>New Learning Cycle 2: Recount</b>	<b>Purpose:</b> To inform	<b>Audience:</b> KS1 children who are interested in dinosaurs	
<b>Toolkit:</b>			
<b>Adventure Narrative:</b>		<b>Grammatical/ Language Features:</b>	
<ul style="list-style-type: none"> <li>• Orientation (scene-setting) e.g. Scene-setting or establishing context e.g. On Thursday 2<sup>nd</sup> November we went to the park.</li> <li>• An account of the events that took place, often in chronological order e.g. First, next, after that, finally.</li> <li>• Some additional detail about each event e.g. Then we ate yummy ice cream by the pond.</li> <li>• Reorientation - a closing statement that may include elaboration e.g. It was a fantastic day. I hope that we can go back soon.</li> <li>• Farewell e.g. Hopefully I will go back there again. – Max</li> </ul>		<ul style="list-style-type: none"> <li>• <b>First person</b> is used for personal recounts</li> <li>• Usually written in <b>past tense</b> e.g. we went, we had, we saw.</li> <li>• <b>Co-ordination</b> is used to join clauses (and)</li> <li>• <b>Simple description</b> is used to add detail</li> <li>• Use of <b>capital letters</b> for names, places and the pronoun ‘I’.</li> <li>• <b>Sentences</b> demarcated with a <b>capital letter, full stop and finger spaces</b></li> <li>• Question marks can be used to form questions- I said to Mum can I have a biscuit?</li> <li>• Use of <b>exclamation marks</b> to indicate emotions such as surprise or shock</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ol style="list-style-type: none"> <li>1. Recount Dinosaur workshop.</li> <li>2. Recount visit to Dinosaur site.</li> <li>3. Recount finding a dinosaur item/fossil or completing an investigation</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils to engage in a dinosaur workshop or visit. Share photos and order what we did first, next, after that etc.</li> <li>2. Arrange for a member of SLT to visit to quiz/interview the pupils on what they learnt about dinosaurs.</li> <li>3. Explain that the workshop/visit will be advertised to showcase our school. What would pupils like people to know?</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>All Year 1 TAF Statements (Consider GD)</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Reinforce punctuation expected for Y1 level.</li> </ol>
<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>• Story sequencing – language of chronology should be carefully considered to move the story onto the next sequence.</li> <li>• Incorrect formation of an exclamation/question mark</li> <li>• Shift in tense</li> <li>• Absence of capital letters and full stops when writing more detailed sentences</li> </ul>			