

Text types should only be introduced once pupils are confidently writing a sequence of sentences.

Year overview of text types	Narrative	Non-fiction	Poetry (taught in short units)
Year 1	<ul style="list-style-type: none"> Stories with familiar settings Traditional and fairy tales Cumulative and repetitive stories 	<ul style="list-style-type: none"> Non-chronological reports Recounts Instructions 	<ul style="list-style-type: none"> Pattern and rhyme Poems on a theme Poems using the senses

Writing Style Guide - Year 1

- Use repetition for effect
- Use senses
- Add adjectives of size
- Add adjectives of colour
- Use basic verbs
- Write in first and third person
- Use exclamation marks to grab the reader's attention

Nouns should be built upon every year. Children need to build up a stock of nouns to do with people, weather, animals, buildings, food, furniture, plants, landscape, materials etc.



It should be noted that not all objectives will be recorded here. English is usually taught in a wide range of contexts and this is purely for planning units taught in regular English writing sessions. Additional time will be spent on reading and transcription skills. 'Outcomes' refer not only to learning outcomes but to the actual pieces that the pupils will write (or perform).

Objectives for Year 1 Term 2

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing
Speaking, Listening and Discussion Retell a story or incident in which events are ordered Listen and follow instructions accurately, asking for help or clarification if necessary Listen to other pupils during group work Drama Pretend to be a character, showing feelings through words and actions Transcription Spelling Spell words using the GPCs taught so far (ensure your programme covers English appendix 1 (Y1) of National Curriculum) Segment words into individual phonemes to aid spelling Spell high frequency words that cannot be easily decoded at this stage ('tricky' words) Use letter names to talk about different grapheme choices Spell plural nouns with –s and –es Use –s and –es to spell third person singular verbs Spell words with the –ing suffix (where no change is needed to the root word) Divide words into syllables to aid spelling Spell common words ending in -ve Write simple dictated sentences using spelling knowledge taught so far Apply spellings and spelling conventions taught in their own work Handwriting and Presentation Form 'curly caterpillar' lower case letters correctly (c, a, d, e, g, o, q, f, s) Form the equivalent upper case letters correctly (C, A, D, E, G, O, Q, F, S) Form the digits 0, 6, 8 and 9 correctly	Word Reading Respond quickly with the correct sound for graphemes (using phonemes taught so far) Blend GPCs to read accurately Remember high frequency phonically decodable words Read and remember high frequency words that cannot be easily decoded at this stage ('tricky' words) Read words containing taught GPCs and ending in –s, -es and ing Read words of more than one syllable Apply phonic knowledge across the curriculum Read aloud accurately books that match their phonic knowledge and books which require them to use other reading strategies Re-read books to build fluency and confidence Re-read when they have not understood Use the punctuation to get meaning from the text Use the context as an aid to decoding unknown words Being a Reader Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Explain their understanding of what is read to them Offer an opinion on what is read to them and listen to the opinions of others Link what they read and hear read to their own experiences Enjoy stories (including fairy and traditional stories) Retell a story in the correct order Join in with stories being read aloud Enjoy poems and rhymes and recite some by heart Discuss meanings of new words and link these to words already known Reading Comprehension Check that the text makes sense as they read and re-read if necessary Use imagination to re-enact stories in a variety of ways Identify the main characters and say what they are like Predict the next part of a story Recall the main events in a story Make simple inferences about characters from what they say and do Identify some simple structural features in a text Develop understanding by linking reading to prior knowledge and/or background information Being a Researcher Pose questions before reading non-fiction to find answers Navigate a simple non-fiction text Record information gleaned from simple non-fiction texts	Planning, Composing and Evaluating Use the sentence by sentence process of think, say, write, check Say out loud what they are going to write about Compose a sentence orally before writing it Write a sequence of sentences to form a short narrative or non-narrative text Re-read what they have written to check that it makes sense Talk about their writing Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 1) Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Leave spaces between words Use full stops and capitals Join sentences with 'and' Use capital letters for people, places, days of the week and 'I' Identify and know the purpose of nouns Form singular and plural nouns (link with spelling)

Unit	Duration	Key Objectives	Texts & Resources	Outcomes
Poetry: Pattern and rhyme	2 weeks	Speaking, Listening and Discussion Retell a story or incident in which events are ordered Being a Reader Listen to and discuss a wide range of poems and rhyming stories at a level beyond that at which they can read independently Explain their understanding of what is read to them Enjoy stories (including fairy and traditional stories) Retell a story in the correct order Join in with stories being read aloud Enjoy poems and rhymes and recite some by heart Discuss meanings of new words and link these to words already known Use imagination to re-enact stories in a variety of ways Identify some simple structural features in a text Planning, Composing and Evaluating Use the sentence by sentence process of think, say, write, check Say out loud what they are going to write about Compose a sentence orally before writing it Write a sequence of sentences Re-read what they have written to check that it makes sense Talk about their writing Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Leave spaces between words Use full stops and capitals Join sentences with 'and' Use capital letters for people, places, days of the week and 'I'	Nursery Rhymes Each Peach Pear Plum Masks to re-enact Writing a sentence for a picture from a nursery rhyme or from Each Peach Cat on the Mat – Brian Wildsmith Shark in the Park – Nick Sharratt Don't put your finger in the jelly, Nelly Animal Crackers – Bug Club	Understanding of the text: Children will learn to recite nursery rhymes. They will identify rhymes in poems by listening and by reading and spotting spelling patterns. Children will re-enact the story of Each Peach Pear Plum for an audience (video/photos on VLE). Writing Skills: Correct letter formation Spaces between words Use full stops and capitals Compose and write simple sentences Learn to write character names with a capital letter. Writing Outcome: Write a poem or a sequence of rhyming sentences using cvc phonic knowledge.
Traditional and Fairy Tales (Jack and the beanstalk)	3 weeks	Speaking, Listening and Discussion Retell a story or incident in which events are ordered Drama Pretend to be a character, showing feelings through words and actions Being a Reader Listen to and discuss a wide range of stories at a level beyond that at which they can read independently Explain their understanding of what is read to them Offer an opinion on what is read to them and listen to the opinions of others Link what they read and hear read to their own experiences Enjoy stories (including fairy and traditional stories) Retell a story in the correct order Join in with stories being read aloud Discuss meanings of new words and link these to words already known Reading Comprehension	Espresso traditional tales (Silly) Jack and the Beanstalk – Bug Club Jasper's Beanstalk- Nick Butterworth (YouTube clip available)	Understanding of the text: Children will learn to retell the story through drama using TfW approach using time adverbials (first, next etc.) Children will re-enact the story in role play area - castle/beanstalk - with nouns labelled. Children will read versions of the story on Bug Club. Writing Skills: Correct letter formation Spaces between words Understanding the difference between letters and words. Use full stops and capitals

		<p>Check that the text makes sense as they read and re-read if necessary</p> <p>Use imagination to re-enact stories in a variety of ways</p> <p>Identify the main characters and say what they are like</p> <p>Predict the next part of a story</p> <p>Recall the main events in a story</p> <p>Make simple inferences about characters from what they say and do</p> <p>Identify some simple structural features in a text</p> <p>Develop understanding by linking reading to prior knowledge and/or background information</p> <p>Planning, Composing and Evaluating</p> <p>Use the sentence by sentence process of think, say, write, check</p> <p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Write a sequence of sentences to form a short narrative or non-narrative text</p> <p>Re-read what they have written to check that it makes sense</p> <p>Talk about their writing</p> <p>Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 1)</p> <p>Grammar, Punctuation and Vocabulary</p> <p>Use correct grammatical terminology when discussing their writing</p> <p>Leave spaces between words</p> <p>Use full stops and capitals</p> <p>Join sentences with ‘and’</p> <p>Use capital letters for people and days of the week</p> <p>Identify and know the purpose of nouns</p>		<p>Compose and write simple sentences</p> <p>Join sentences with ‘and’</p> <p>Use capital letters for people and days of the week</p> <p>Identify and know the purpose of nouns</p> <p>Writing Outcome:</p> <p>Children will rewrite the original story of Jack and the Beanstalk.</p>
<p>Traditional and Fairy Tales (The Three Little Pigs)</p>	3 weeks	<p>Speaking, Listening and Discussion</p> <p>Retell a story or incident in which events are ordered</p> <p>Drama</p> <p>Pretend to be a character, showing feelings through words and actions</p> <p>Being a Reader</p> <p>Listen to and discuss a wide range of stories at a level beyond that at which they can read independently</p> <p>Explain their understanding of what is read to them</p> <p>Offer an opinion on what is read to them and listen to the opinions of others</p> <p>Link what they read and hear read to their own experiences</p> <p>Enjoy stories (including fairy and traditional stories)</p> <p>Retell a story in the correct order</p> <p>Join in with stories being read aloud</p> <p>Discuss meanings of new words and link these to words already known</p> <p>Reading Comprehension</p> <p>Check that the text makes sense as they read and re-read if necessary</p> <p>Use imagination to re-enact stories in a variety of ways</p> <p>Identify the main characters and say what they are like</p> <p>Predict the next part of a story</p>	<p>Espresso</p> <p>traditional tales</p> <p>The 3 little pigs</p> <p>Twinkl eBook</p>	<p>Understanding of the text:</p> <p>Children will learn to retell the story through drama using TfW approach using time adverbials (first, next etc.)</p> <p>Children will read the eBook of The Three Little Pigs.</p> <p>Children will have access to a science investigation area with sticks, stones, bricks and straw to handle. These will be labelled (nouns) to help children develop their reading and spelling skills as well as their understanding of nouns.</p> <p>Writing Skills:</p> <p>Correct letter formation</p> <p>Spaces between words</p> <p>Understanding the difference between letters and words.</p> <p>Use full stops and capitals</p> <p>Compose and write simple sentences</p>

		<p>Recall the main events in a story</p> <p>Make simple inferences about characters from what they say and do</p> <p>Identify some simple structural features in a text</p> <p>Develop understanding by linking reading to prior knowledge and/or background information</p> <p>Planning, Composing and Evaluating</p> <p>Use the sentence by sentence process of think, say, write, check</p> <p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Write a sequence of sentences to form a short narrative text</p> <p>Re-read what they have written to check that it makes sense</p> <p>Talk about their writing</p> <p>Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 1)</p> <p>Grammar, Punctuation and Vocabulary</p> <p>Use correct grammatical terminology when discussing their writing</p> <p>Leave spaces between words</p> <p>Use full stops and capitals</p> <p>Join sentences with 'and'</p> <p>Use capital letters for people</p> <p>Identify and know the purpose of nouns</p> <p>Form singular and plural nouns (link with spelling)</p>		<p>Join sentences with 'and'</p> <p>Use capital letters for people</p> <p>Identify and know the purpose of nouns</p> <p>Form singular and plural nouns (link with spelling)</p> <p>Writing Outcome:</p> <p>Children will rewrite the original story of Jack and the Beanstalk.</p> <p>Extension - Children will write a twist on a tale and change the characters or setting. This will have an impact on the plot.</p>
Non-Chronological Reports	2 weeks	<p>Being a Reader</p> <p>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</p> <p>Explain their understanding of what is read to them</p> <p>Link what they read and hear read to their own experiences</p> <p>Discuss meanings of new words and link these to words already known</p> <p>Reading Comprehension</p> <p>Check that the text makes sense as they read and re-read if necessary</p> <p>Identify some simple structural features in a text</p> <p>Develop understanding by linking reading to prior knowledge and/or background information</p> <p>Being a Researcher</p> <p>Pose questions before reading non-fiction to find answers</p> <p>Navigate a simple non-fiction text</p> <p>Record information gleaned from simple non-fiction texts</p> <p>Planning, Composing and Evaluating</p> <p>Use the sentence by sentence process of think, say, write, check</p> <p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Write a sequence of sentences to form a short non-narrative text</p> <p>Re-read what they have written to check that it makes sense</p> <p>Talk about their writing</p> <p>Improve their writing style by adding new techniques to their repertoire (see</p>	<p>Twinkl castle PowerPoint</p> <p>Castles word mat Twinkl</p>	<p>Understanding of the text:</p> <p>Children research parts of a castle and their function</p> <p>They will label a diagram of a castle with technical language (nouns)</p> <p>They will make clay castles in DT to reinforce their understanding</p> <p>Writing Skills:</p> <p>Correct letter formation</p> <p>Spaces between words</p> <p>Understanding the difference between letters and words.</p> <p>Use full stops and capitals</p> <p>Compose and write simple sentences</p> <p>Join sentences with 'and'</p> <p>Identify and know the purpose of nouns</p> <p>Form singular and plural nouns (link with spelling)</p> <p>Writing Outcome:</p> <p>Children will write a non-chronological report about castles using a template.</p>

		<p>Appendix A – year 1) Add adjectives of size</p> <p>Grammar, Punctuation and Vocabulary</p> <p>Use correct grammatical terminology when discussing their writing</p> <p>Leave spaces between words</p> <p>Use full stops and capitals</p> <p>Join sentences with 'and'</p> <p>Identify and know the purpose of nouns</p> <p>Form singular and plural nouns (link with spelling)</p>		
Poems on a theme	2 weeks	<p>Drama</p> <p>Pretend to be a character, showing feelings through words and actions</p> <p>Reading Comprehension</p> <p>Use imagination to re-enact stories in a variety of ways</p> <p>Identify the main characters and say what they are like</p> <p>Predict the next part of a story</p> <p>Recall the main events in a story</p> <p>Make simple inferences about characters from what they say and do</p> <p>Identify some simple structural features in a text</p> <p>Planning, Composing and Evaluating</p> <p>Use the sentence by sentence process of think, say, write, check</p> <p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p> <p>Write a sequence of sentences</p> <p>Re-read what they have written to check that it makes sense</p> <p>Talk about their writing</p> <p>Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 1) Use repetition for effect.</p> <p>Grammar, Punctuation and Vocabulary</p> <p>Use correct grammatical terminology when discussing their writing</p> <p>Leave spaces between words</p> <p>Use full stops and capitals</p> <p>Join sentences with 'and'</p> <p>Use capital letters for people, places, days of the week and 'I'</p> <p>Identify and know the purpose of nouns</p> <p>Form singular and plural nouns (link with spelling)</p>	<p>DVD Shrek</p> <p>Shrek role-play area</p>	<p>Understanding of the text:</p> <p>Children will build up a vocabulary bank for each character in the film Shrek</p> <p>Re-enact parts of the film. Freeze frame acting- take photo and underneath children write a sentence. More able can write a speech bubble as well.</p> <p>Extension – Children will write a series sentences about a character.</p> <p>Writing Skills:</p> <p>Correct letter formation</p> <p>Spaces between words</p> <p>Understanding the difference between letters and words.</p> <p>Use full stops and capitals</p> <p>Compose and write simple sentences</p> <p>Join sentences with 'and'</p> <p>Use capital letters for people</p> <p>Identify and know the purpose of nouns</p> <p>Form singular and plural nouns (link with spelling)</p> <p>Writing Outcome:</p> <p>Children will write a sandwich poem:</p> <p>Fiona Fiona Fiona Fiona</p> <p>Brave beautiful daring Fiona</p> <p>Hiding a secret and worried Fiona</p> <p>Fiona Fiona Fiona Fiona</p>