

## Year 1

<i>Genre of Writing</i>	<i>How will the children be taught this genre (include cross curricular subject)</i>	<i>Grammar focus</i>
<p><u>Poetry</u></p> <p><i>Autumn Term</i></p> <p><i>Spring Term</i></p> <p><i>Summer Term</i></p>	<p><i>In poetry, we focus a lot of learning poems and adding actions to them to learn the rhythm that poetry offers.</i></p> <p><i>We start by looking at a poem with rhyming words. We will read through the poem a few times and look at how it is presented; the length of the lines, the words used and rhyming words.</i></p> <p><i>The children will spend time learning the rhyme and adding actions to learn the poem word by word to understand the structure of poems.</i></p> <p><i>The children will spend time looking into the vocabulary and why the punctuation is different in a poem.</i></p> <p><i>The children will perform their poems in groups to practice their performing skills.</i></p> <p><i>From here, the class will write their own poem, using the same style as the poem that has been studied.</i></p> <p><i>Throughout the year, the children will develop the skills learnt in each poetry topic and apply these in each session, leading to the children writing their own verse by the end of year.</i></p>	<p><i>The children will learn how to use a range of vocabulary and how this makes poems more interesting.</i></p> <p><i>They will also look at how the capital letters and full stops are different in poems as they are not full sentences.</i></p>
<p><u>Biography</u></p> <p><i>Autumn Term</i></p>	<p><i>We write our first biography in the Autumn Term by writing about Wilfred Owen who is a soldier who died in WWI. We teach them what a</i></p>	<p><i>Children will focus on using capital letters to start a sentence but also for the name of a person. We will focus on ensuring the children are using full stops and</i></p>

## Year 1

<p><i>Spring Term</i> <i>Summer Term</i></p>	<p><i>biography is. We look at other simple biographies that have been written about other famous soldiers. The children write simple facts about him from what they have learnt such as when he was born and what happened to him in his life.</i></p> <p><i>In the Spring Term we write a biography linked to our Dinosaur topic. The children learn about Mary Anning who was the first woman to find a new dinosaur fossil. The children learn about her life through a video that dramatises her life alongside playing true and false facts about her. From here the children write a biography using what they have learnt about her.</i></p> <p><i>In the Summer Term, the children write a biography about a famous astronaut, either Neil Armstrong or Tim Peake. The children will develop their knowledge of biographies that they have learnt over the year. We will revisit what we have done when writing biographies throughout the year and the children will use this to write a more detailed biography about an astronaut.</i></p>	<p><i>finger spaces.</i></p> <p><i>In this, the children will write in the third person. The children will be starting to use commas in a list to add more information to their sentences. The children will learn to write in chronological order to tell the story of someone's life. This will teach children about writing in the past tense using verbs in the correct way.</i></p>
<p><u><i>Short story</i></u></p>	<p><i>We teach this through the Talk for Writing scheme</i></p>	<p><i>Autumn Term</i></p>

## Year 1

<p><b>Autumn Term</b> <b>Spring Term</b> <b>Summer Term</b></p>	<p>which enables children to learn a model text of Little Red Riding Hood word for word. They learn actions to support their story.</p> <p>We use repetition, role play and discussion of this text and similar ones. Grammar is taught throughout this subject in the daily sessions using the model text as an example.</p> <p>We start the unit with the children writing the story in their own words. From here we learn the story, interact with it and develop it. By the end of the unit the children have learnt new skills such as capital letters, full stops and using adjectives. From here, they adapt the story in a small area and then write it with their own changes using everything they have learnt.</p> <p>This is the same structure we use throughout the year but with different short story topics. We use texts such as 'Anancy and Mr Dry Bone' and 'Handa's Surprise'. This adds a cultural element to their learning.</p>	<p>Our grammar focus is capital letters, full stops and finger spaces to support with writing correctly structured sentences. We also work on starting to use adjectives.</p> <p>Spring Term In this term, we will look at commas in a list, using exclamation marks and questions marks. Children will also use different conjunctions to add more ideas to their sentences.</p> <p>Summer Term The children will start to use suffixes and prefixes to use a range of different words to change the meaning to the correct tense. The children will learn to use a range of sentence starters.</p>
<p><u><b>Explanation// Non chronological/ Instructions</b></u></p> <p><b>Spring Term</b> <b>Summer Term</b></p>	<p>We will learn about instructions in each term in Year 1. Each time they will add more of the grammar and knowledge they have learnt to write instructions.</p> <p>The children will start by understanding what</p>	<p>The children will use numbers to order their instructions, headings and subheadings, time connectives (next, then) and adjectives to describe what is happening in the processes.</p> <p>This will also incorporate using capital letters, fingers</p>

## Year 1

	<p><i>instructions are and why we use them. We will look at one set of instructions that will be the focus for the unit. The children will study the language used, the presentation and what is needed to write a set of instructions. From this, the children can then write their own set of instructions using the correct terminology, presentation and for the right purpose.</i></p> <p><i>We write instructions in Science when writing up a Science experiment and also in Topic when we make smoothies. Each time the children study a set of instructions or an explanation text, they will revisit the skills needed as well as integrating newly learnt skills to write more detailed instructions using a range of grammar.</i></p>	<p><i>spaces and full stops which are highlighted throughout.</i></p>
<p><b><u>Recount/newspaper</u></b></p> <p><b>Autumn Term</b></p> <p><b>Spring Term</b></p> <p><b>Summer Term</b></p>	<p><i>The children will write regular recounts throughout the year using their own experiences to support their writing.</i></p> <p><i>For a newspaper, the children will study a simple newspaper text to study the language used, the layout and the reason why we have newspapers. The children will learn that they report events happening and they are filled with facts. The children will use drama to act out the event from the newspaper to support with their interaction of the text.</i></p>	<p><i>Capital letters, full stops and finger spaces.</i></p> <p><i>The children will write in the third person using capital letters for a name.</i></p> <p><i>The children will write facts to show that a newspaper is based on true events.</i></p>

## Year 1

	<p><i>The children will use their knowledge from familiar texts such as Little Red Riding Hood to write a newspaper report about what happened to Little Red Riding Hood. The familiarity with the story of Little Red Riding Hood will support children in writing a newspaper report.</i></p>	
<p><b><u>Letter</u></b></p> <p><b>Autumn Term</b></p> <p><b>Spring Term</b></p> <p><b>Summer Term</b></p>	<p><i>Children will use the story of ‘The Jolly Postman’ to understand what letters are and how they are written. Children enjoy the interaction of this book and it helps them to understand the process of writing and sending a letter.</i></p> <p><i>Children will use a letter that has been sent to Father Christmas as a model text to learn from. The children will study the language used, punctuation and content.</i></p> <p><i>From this the children will learn the structure of a letter and how to write one.</i></p> <p><i>The children will write their own letter to Father Christmas using the model text to help them.</i></p> <p><i>Later on in the year the children will write a letter to the Queen. To develop their learning about writing a letter they will develop the structure of a letter whilst focusing on the content and reason for writing the letter.</i></p> <p><i>The children will use Meerkat Mail as a model text for how to write a range of letters.</i></p>	<p><i>Capital letter, full stops and finger spaces.</i></p> <p><i>Children will learn how to use commas in a list to list adjectives or objects.</i></p> <p><i>Children will use adjectives to describe what they would like from Father Christmas.</i></p>

## Year 1

<p><u>Persuasive</u></p> <p>Spring Term Summer Term</p>	<p>The children will learn what a persuasive text is by looking at model texts, brochures or posters to study what is incorporated in a persuasive text and why we use them. The children will focus on a particular topic such as plastic in the oceans. They will research the effects using the simple fact files created for this. From this knowledge, the children will present what they have found and persuade the other children why they should be carefully with their rubbish. The children will create a brochure or poster to show their ideas using simple persuasive language.</p> <p>To develop their knowledge in this throughout the year, the children will be taking on more responsibility for their research. The children will write more persuasively in sentences using their ideas.</p>	<p>Persuasive language</p> <p>Capital letters, full stops and finger spaces.</p> <p>Adjectives to describe.</p> <p>Conjunctions to add more information</p>
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