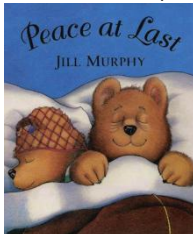
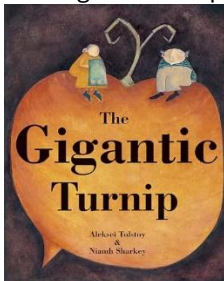
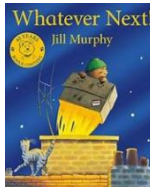
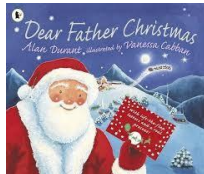
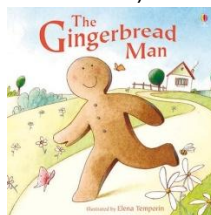
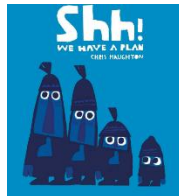
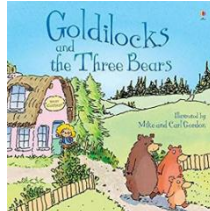
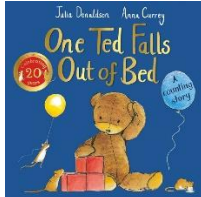
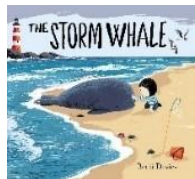
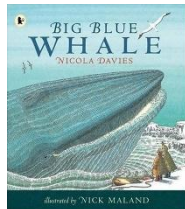
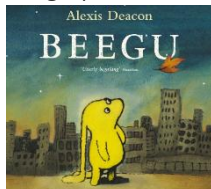
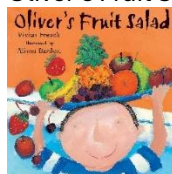
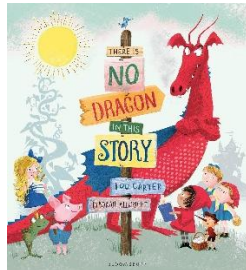




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|                           | <b>Autumn Term</b><br>Non- negotiables: <ul style="list-style-type: none"><li>• Pencil grip</li><li>• Seating position ready to write</li><li>• All words have appropriately sized spaces between them</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Spring Term</b><br>Non-negotiables from Term 1. All these aspects will be corrected by adults: <ul style="list-style-type: none"><li>• Pencil grip</li><li>• Seating position ready to write</li><li>• Spaces between words</li><li>• Caps and full stops</li><li>• Use the personal pronoun ‘I’</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Summer Term</b><br>Non-negotiables from Term 1. All these aspects will be corrected by adults: <ul style="list-style-type: none"><li>• Pencil grip</li><li>• Seating position ready to write</li><li>• Spaces between words</li><li>• Caps and full stops</li><li>• Use the personal pronoun ‘I’</li><li>• Consistently use a capital letter for people’s names including their own</li><li>• Know what a question is</li><li>• Use a question mark</li></ul>                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| NC Terminology for pupils | Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Overview                  | <div>Autumn 1</div> <div>Peace at last (Jill Murphy)</div> <div></div> <div><b>Narrative</b><br/><b>Outcomes:</b> oral retell, sentence writing, simple zigzag bookmaking to sequence story.</div> <div>-----</div> <div><b>Instructions:</b> experiencing different classroom routines.<br/><b>Outcomes:</b> oral sequencing, sentence writing in correct order.</div> <div>-----</div> <div>The Gigantic Turnip (Aleksei Tolstoy)</div> <div></div> <div><b>Narrative</b><br/><b>Outcomes:</b> oral retell, sentence writing, zigzag book making.</div> | <div>Autumn 2</div> <div>Whatever Next – Jill Murphy</div> <div></div> <div><b>Narrative</b><br/><b>Outcomes:</b> sentence writing, three-part story retell (beginning, middle, end), instructions or list for what to take to the moon.</div> <div>-----</div> <div><a href="#">Collected Ideas for Poetry With Year 1   Michael Rose n</a></div> <div><b>Poetry</b><br/><b>Outcomes:</b> rhyming poetry linked to phonics</div> <div>-----</div> <div>Dear Father Christmas (Alan Durrant)</div> <div></div> <div><b>Letter writing</b><br/><b>Outcomes:</b> simple first-person sentences using simple letter template and envelope.</div> | <div>Spring 1</div> <div>The Gingerbread Man (Mairi MacKinnon)</div> <div></div> <div><b>Narrative</b><br/><b>Outcomes:</b> oral retell, sentence writing and bookmaking to sequence the story.</div> <div>-----</div> <div><b>Instructions</b><br/><b>Outcomes:</b> Instructions to make gingerbread.</div> <div>-----</div> <div>Shh we have a plan! (Chris Haughton)</div> <div></div> <div><b>Narrative</b><br/><b>Outcomes:</b> oral retell, sequencing and sentence writing to match images from the story.</div> | <div>Spring 2</div> <div>Goldilocks and the three bears (Susanna Davidson)</div> <div></div> <div><b>Narrative</b><br/><b>Outcomes:</b> retell a traditional tale in a zigzag storybook</div> <div>-----</div> <div><b>Recount:</b> experience of planting and growing a sunflower.<br/><b>Outcomes:</b> diary entries across whole of Spring term (one per week)</div> <div>-----</div> <div><b>Recount:</b> experience real life event<br/><b>Outcome:</b> recount experience chronologically in simple sentences (write in first person) Eg local walk, trip to the park.</div> | <div>Summer 1</div> <div>One Ted Falls Out of Bed (Julia Donaldson)</div> <div></div> <div><b>Poetry</b><br/><b>Outcomes:</b> create whole class rhyming poem linked to a chosen theme.</div> <div>-----</div> <div>The Storm Whale (Benji Davies)</div> <div></div> <div><b>Narrative</b><br/><b>Outcomes:</b> diary writing and simple story writing.</div> <div>-----</div> <div>Big Blue Whale (Nicola Davies)</div> <div></div> <div><b>Fact file</b><br/><b>Outcomes:</b> fact sentence writing, building own poster to organise facts (constructing from sentence strips, labelled images, captions etc)</div> | <div>Summer 2</div> <div>Beegu (Alexis Deacon)</div> <div></div> <div><b>Narrative</b><br/><b>Outcome:</b> simple story mapping using speech bubble with Beegu at end of book, retell story by selecting key events (beginning, middle, end), A5 bookmaking</div> <div>-----</div> <div>Oliver’s Fruit Salad (Vivian French)</div> <div></div> <div><b>Instructions</b><br/><b>Outcome:</b> making a fruit salad</div> <div>-----</div> <div>There is no dragon in this story (Lou Carter)</div> <div></div> <div>Introduce the text in preparation for Year 2.<br/><b>Outcomes:</b> sentences to match story board on opening page.</div> |

| CIT stages of writing |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                   |                                                             |                          |
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|                       | 1. Engage with a stimulus                                                                                                                                                                                                                                                                                                                                                                  | 2. Examine real life and model texts of that genre                                                                                                                                                                                                                                                                          | 3. Learn the features of and language type of the genre                                                                                                                                                                                                                                                                           | 4. Practice the composite aspects of the text (such as intro, middle, conclusion)                                                                                                                                                                                                                 | 5. Plan effectively                                                                                                                                                                                                                                                                                                                                                | 6. Complete an extended piece of writing drawing on modelling and real-life examples                                                                                              | 7. Edit the writing based on previous learning and feedback | 8. Publish a final piece |
| Week 1                | <p>Revise knowledge from EY</p> <ul style="list-style-type: none"><li>Pencil grip</li><li>Seating position ready to write</li></ul> <p>All pupils will know how to sit ready to write. Writing in books will only happen at desks not on the carpet. Pupils need to learn how the lesson structure will work through the week.</p> <p>Introduce new genre. Pupils orally retell story.</p> | <p>Revise knowledge from Term 1</p> <p>Remember what a noun is and practice writing noun-based sentences.</p> <p>Introduce genre – narrative. What do we already know? Introduce three-part story retell (beginning, middle end).</p>                                                                                       | <p>Revise knowledge from Autumn Term 1.</p> <p>Practice saying and then writing simple sentences with singular and plural nouns.</p> <p>Identify, speak and write sentences with personal pronoun.</p> <p>Introduce genre – narrative. Pupils to orally retell story. Pupils to orally create own story using same structure.</p> | <p>Revise knowledge from Spring 1.</p> <p>Speak and link a short series of sentences with singular and plural nouns.</p> <p>Introduce genre – narrative. Use texts to create simple oral descriptions of settings, characters etc.</p>                                                            | <p>Revise knowledge from Spring 2</p> <p>Speak and link a short series of sentences with singular and plural nouns.</p> <p>Introduce genre – poetry. Read poems and perform.</p> <p>Create and answer simple questions, using appropriate intonation/prosody.</p>                                                                                                  | <p>Revise knowledge from Summer 1</p> <p>Introduce genre – recount. When have we written recounts before?</p> <p>Pupils to orally construct recount for real life experience.</p> |                                                             |                          |
| Week 2                | <p>GPS – what is a noun?</p> <p>Transcription - Capital letters and full stops</p> <p>Pupils write sentences linked to the story and characters.</p>                                                                                                                                                                                                                                       | <p>GPS – what happens when nouns are plural? Pupils will know that plural nouns refer to more than one person, animal or thing.</p> <p>Transcription – Pupils learn that the personal pronoun I represents themselves in a narrative and is always written with a capital letter.</p> <p>Write three-part story retell.</p> | <p>GPS – we can use words to describe a noun, these are called adjectives.</p> <p>Transcription – We always use capital letters for people’s names and for the names of the days of the week. We call these words proper nouns.</p> <p>Pupils to write own story using same structure.</p>                                        | <p>GPS – what is a verb? What does it do in a sentence, and can you think of some for yourself?</p> <p>Transcription - Create sentences that use collected verbs linked to the genre/theme.</p> <p>Orally create own story with different characters that follows the same structure.</p>         | <p>GPS – that you need to have a Capital letter for the names of places</p> <p>Transcription – create sentences that use place names. Add adjectives to describe the places based on their key features.</p> <p>Create bank of rhyming words. Pupils create whole class poem. Pupils to write own poems.</p>                                                       | <p>Practice the range of sentences in a linked sequence</p> <p>Pupils to write recount.</p>                                                                                       |                                                             |                          |
| Week 3                | <p>GPS – collect a bank of related nouns to theme to use in writing.</p> <p>Transcription - Capital letters and full stops</p> <p>Introduce genre – instructions</p> <p>Pupils orally retell instructions. Pupils order given instructions.</p>                                                                                                                                            | <p>GPS – Practice using plural nouns.</p> <p>Transcription – practice using the personal pronoun I in sentences linked to the genre/theme.</p> <p>Introduce new genre – poetry</p> <p>Oral rhyming.</p>                                                                                                                     | <p>GPS – practice identifying adjectives in a sentence.</p> <p>Transcription - Practice writing sentences with proper nouns.</p> <p>Introduce genre – instructions. What can we remember? Pupils to make gingerbread. Order photographs and orally construct instructions.</p>                                                    | <p>GPS – collect/collate verbs linked to the theme. Can you spot/identify the verbs in given sentences?</p> <p>Transcription - Learn how to join 2 sentences with ‘and’. Link this to the theme/genre/text.</p> <p>Write own story with different characters that follows the same structure.</p> | <p>GPS – What is an exclamation mark and why do we use it?</p> <p>Transcription – identify from a range of sentences those that are questions or not. Spot where different punctuation marks are used in text, including where they see question marks and exclamation marks.</p> <p>Introduce genre – diary writing (recount). Pupils to orally create diary.</p> | <p>Practice the range of sentences in a linked sequence</p> <p>Introduce genre – narrative. Which narratives have you written this year?</p> <p>Story mapping.</p>                |                                                             |                          |
| Week 4                | <p>GPS – collect a bank of related nouns to theme to use in writing.</p> <p>Transcription - Capital letters and full stops</p> <p>Pupils write instructions</p>                                                                                                                                                                                                                            | <p>GPS – Practice using plural nouns.</p> <p>Transcription – practice using the personal pronoun I in sentences linked to the genre/theme.</p> <p>Fill in the missing rhyming words to write own poems.</p>                                                                                                                 | <p>GPS - What is a question?</p> <p>Transcription – Pupils can highlight and identify simple questions that appear in the printed text.</p> <p>Pupils to write instructions.</p>                                                                                                                                                  | <p>GPS – collect/collate verbs linked to the theme.</p> <p>Transcription - Practice joining two sentences with ‘and’. Link this to the theme/genre/text.</p> <p>Introduce genre – recount. Pupils to orally retell events. Pupils to</p>                                                          | <p>GPS – reading sentences with exclamation marks aloud – what happens?</p> <p>Transcription - Use an exclamation mark in a sentence.</p> <p>Pupils to write diary.</p>                                                                                                                                                                                            | <p>Practice the range of sentences in a linked sequence</p> <p>Write story using speech bubble from book.</p>                                                                     |                                                             |                          |

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|                                  |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                              | experience real life event to write about.                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Week 5</b>                    | <p>GPS – collect a bank of related nouns to theme to use in writing.</p> <p>Transcription - Capital letters and full stops</p> <p>Introduce genre – narrative. What can we remember from narrative in week 1 and 2?</p> <p>Oral retell.</p>                                                                                                                                                                            | <p>GPS – Practice using plural nouns.</p> <p>Transcription – practice using the personal pronoun I in sentences linked to the genre/theme.</p> <p>Introduce genre – letter</p> <p>Orally construct sentences</p>                                                                                                                                   | <p>GPS - Can you spot a question? And can you answer a question? Use texts to pick out examples.</p> <p>Transcription - – write simple sentences to answer questions generated from the text.</p> <p>Introduce genre – narrative. Pupils to write sentences based on characters.</p>                                                                                                                                                                         | <p>GPS – collect/collate verbs linked to the theme.</p> <p>Transcription - Practice joining two sentences with ‘and’ Link this to the theme/genre/text.</p> <p>Pupils to order photos from real life event and orally construct sentences.</p>                                                               | <p>GPS – collect single words that can make a sentence when used with an exclamation mark – i.e. Stop!</p> <p>Transcription - Use an exclamation mark in a sentence.</p> <p>Introduce genre – fact file. Pupils to collect information for fact file.</p>                                                                                                                                       | <p>Practice the range of sentences in a linked sequence</p> <p>Introduce genre – narrative. Orally retell story. Orally construct sentence about characters and settings.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Week 6</b>                    | <p>GPS – collect a bank of related nouns to theme to use in writing.</p> <p>Transcription – Consistently Capital letters and full stops</p> <p>Sentence writing based on The Gigantic Turnip.</p>                                                                                                                                                                                                                      | <p>GPS – Practice using plural nouns.</p> <p>Transcription – practice using the personal pronoun I in sentences linked to the genre/theme.</p> <p>Pupils to write letters.</p>                                                                                                                                                                     | <p>GPS – Can you write/form and use a question mark correctly?</p> <p>Transcription - Can you write a question?</p> <p>Pupils to write sentences to match images from story.</p>                                                                                                                                                                                                                                                                             | <p>GPS – collect/collate verbs linked to the theme.</p> <p>Transcription - Practice joining two sentences with ‘and’ Link this to the theme/genre/text.</p> <p>Pupils to write recount.</p>                                                                                                                  | <p>GPS – exclamation mark or question mark?</p> <p>Transcription - Practice exclamation marks in a sentence</p> <p>Pupils to write own fact fille.</p>                                                                                                                                                                                                                                          | <p>Practice the range of sentences in a linked sequence</p> <p>Write sentences based on characters and setting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                  | <p><b>GATEKEEPER ASSESSMENT</b><br/>Do children know:</p> <ul style="list-style-type: none"> <li>How to hold a pencil correctly?</li> <li>How to sit correctly?</li> <li>To leave appropriate spaces between words?</li> <li>Use capital letters and full stops correctly?</li> <li>What a noun is and some simple examples?</li> </ul> <p>If not, these pupils must have support identified to narrow these gaps.</p> | <p><b>GATEKEEPER ASSESSMENT</b><br/>Do children know:</p> <ul style="list-style-type: none"> <li>Learning from Term 1</li> <li>What is a noun?</li> <li>How to write plural nouns</li> <li>That I is a personal pronoun and always has a capital letter.</li> </ul> <p>If not, these pupils must have support identified to narrow these gaps.</p> | <p><b>GATEKEEPER ASSESSMENT</b><br/>Do children know:</p> <ul style="list-style-type: none"> <li>A word that describes a noun is known as an adjective.</li> <li>That a question is a sentence that a sentence that is constructed to find out information about something.</li> <li>How to construct their own question and write simple sentences to answer one.</li> </ul> <p>If not, these pupils must have support identified to narrow these gaps.</p> | <p><b>GATEKEEPER ASSESSMENT</b><br/>Do children know:</p> <ul style="list-style-type: none"> <li>What a verb is?</li> <li>How to use one in a sentence?</li> <li>How to link/join two simple sentences with ‘and’.</li> </ul> <p>If not, these pupils must have support identified to narrow these gaps.</p> | <p><b>GATEKEEPER ASSESSMENT</b><br/>Do children know:</p> <ul style="list-style-type: none"> <li>Place names need a capital letter.</li> <li>Some sentences will need to end with an exclamation mark - particularly ones that express a strong or forceful emotion, such as anger, surprise, or joy.</li> </ul> <p>If not, these pupils must have support identified to narrow these gaps.</p> | <p><b>GATEKEEPER ASSESSMENT</b><br/>Do children know:</p> <ul style="list-style-type: none"> <li>How to hold a pencil correctly?</li> <li>How to sit correctly?</li> <li>To leave appropriate spaces between words?</li> <li>Use capital letters and full stops correctly?</li> <li>What a noun is and some simple examples?</li> <li>What is a noun?</li> <li>How to write plural nouns</li> <li>That I is a personal pronoun and always has a capital letter.</li> <li>A word that describes a noun is known as an adjective.</li> <li>That a question is a sentence that a sentence that is constructed to find out information about something.</li> <li>How to construct their own question and write simple sentences to answer one.</li> </ul> |
| <b>Spelling</b>                  | Spellings in Y1 are set out in the Little Wandle scheme                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Little Wandle Handwriting</b> | Unit 1: Lower-case letters                                                                                                                                                                                                                                                                                                                                                                                             | Unit 2: Applying capital letters                                                                                                                                                                                                                                                                                                                   | Unit 3: Forming digits<br>Unit 4: Digraphs and trigraphs                                                                                                                                                                                                                                                                                                                                                                                                     | Unit 5: Useful words                                                                                                                                                                                                                                                                                         | Unit 6: Words with Phase 5 GPCs                                                                                                                                                                                                                                                                                                                                                                 | Unit 7: Days of the week<br>Unit 8: Sentences with punctuation<br>Unit 9: Sentences with useful words                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |