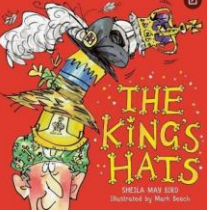
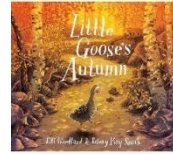
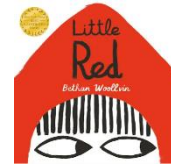
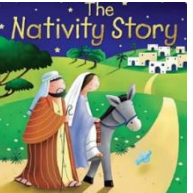


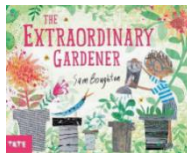
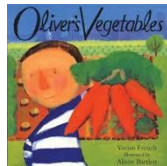
Year 1 Grammar and Punctuation	Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop. (Most of the class this will be given a dictated sentence.) (Some children may need a skill from the reception skills ladder.)	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop. (Continue with a dictated sentence for those that need it. It may still be most of the class.) (Some children may need a skill from the reception skills ladder.)	Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). Write a sentence starting with a time word (time adverbial / time adverb) (First, Next, Then, After that, Finally). and ending with a full stop. (AFL to inform those who need a dictated sentence) (Some children may need a skill from the reception skills ladder.)
Year 1 Spelling	<i>*"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023</i>					

[illegible]

Science –			History – Monarchs (Elizabeth & Charles)		Geography-	
Text and Genre	Retell – The King’s Hats	Retell - Little Goose’s Autumn	Retell - Little Red	Retell - Squishy McFluff - Tea with the Queen	Retell - One Snowy Night	Retell - the Nativity
						
Year 1 Genre Progression	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)

Handwriting - Form uppercase letters correctly, starting and finishing in the right place.

CURRICULUM FOR WRITING– YEAR 1

Year 1 Grammar and Punctuation	Think, say and remember a sentence that starts with an opener. (The, He , She, It, They). (Example: He had a hat. He had a cap. He had a crown)	Think, say and remember a sentence that starts with an opener. (The, He, She , It, They).	Think, say and remember a sentence that starts with an opener. (The, He, She , It, They).	Think, say and remember a sentence that starts with an opener. (The , He, She, It , They). (Example – She had a cat. It was fluffy. The cat ran).	Use adjectives to describe a noun (size and colour). Think, say and remember a sentence that starts with an opener. (The, He, She, It, They). Write a sentence starting with an opener and ending with a full stop. Think, say and remember a sentence that starts with a time word (time adverbial / time adverb) or an opener.	Use a capital letter for names of people.
Year 1 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
Spring 1						
Use the personal pronoun ‘I’ (when writing a personal recount). To write in the first person, I, My, We). Use adjectives to describe thoughts and feelings (diary entry as a character, informal letter). Use a wider variety of openers (Once upon a time...) Use ‘and’ to join words and to join clauses in sentences.		Think, say and remember a sentence that starts with a question opener and ends with a question mark. (Will, What) Use a question mark to demarcate a question sentence starting with Will and What. Correct any misspelt Year 1 Common Exception Words. Correct any missing capital letters (Start of a sentence, proper nouns and personal pronoun I)		Think, say and remember a sentence that starts with new time word (time adverbial / time adverb) and ends with a full stop or an exclamation mark. Increase use of a variety of time word (time adverbial / time adverb) (Later, Soon, At last....)		
History		Science- Plants			Geography - Weather	
Text and Genre	Recount of Winter Walk 	Retell - Little Bear’s Spring 	Retell - Jack & the Bean Stalk 	Retell -The extraordinary gardener 	Instructions – Fruit Kebabs 	Diary - Oliver’s Vegetables 

Year 1 Genre Progression	Use first person. Use time words. Chronological. Use information based on a real event/experience.	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Title Numbered steps Each step on a new line What you need with bullet points Time adverbial as an opener Linked to personal experience Present tense Linked to oral instructions when playing	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)

Handwriting- My letters are close together when I write a word (snuggle my letters).

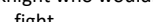
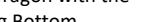
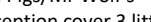
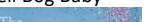
Year 1 Grammar and Punctuation	Use the personal pronoun ‘I’ (when writing a personal recount).	Use the conjunction ‘and’ to join two words. (The bear was sad and lonely. The snow was white and crunchy).	Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash). Think, say and remember a sentence that starts with an exciting opener and ends with an exclamation mark. (Suddenly, As quick as a flash, Quickly).	Consolidate skills. Begin to read a sentence by putting my finger under each word checking it makes sense. Add missing words to a sentence.	Write in the present tense (character description / instructions).	Use a capital letter for names of places and the days of the week.
	Use the personal pronoun ‘I’ (when writing a personal recount).	Use the conjunction ‘and’ to join two words. (The bear was sad and lonely. The snow was white and crunchy).	Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash). Think, say and remember a sentence that starts with an exciting opener and ends with an exclamation mark. (Suddenly, As quick as a flash, Quickly).	Consolidate skills. Begin to read a sentence by putting my finger under each word checking it makes sense. Add missing words to a sentence.	Write in the present tense (character description / instructions).	Use a capital letter for names of places and the days of the week.

8	<i>**“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023</i>
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Year Spell					

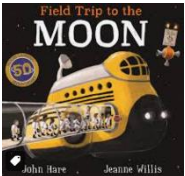
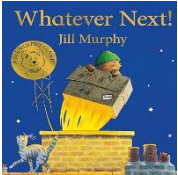
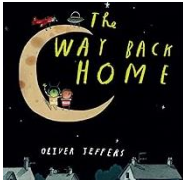
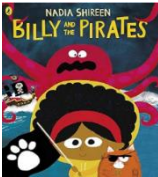
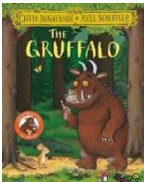
Spring 2	
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Geography-	Science – Plants	History- Castles

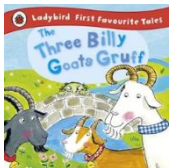
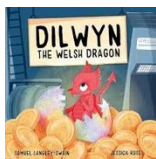
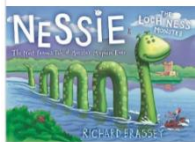
Text and Genre	Retell - Knight owl	Retell - The knight who wouldn't fight	Retell - The Dragon with the Flaming Bottom	Zog – character description	Three Little Pigs/Mr Wolf's Pancakes (if reception cover 3 little pigs)	Retell Bog Baby
						

Year 1 Genre Progression	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)

CURRICULUM FOR WRITING– YEAR 1

Handwriting- I fill the line with my writing.						
Year 1 Grammar and Punctuation	Use ‘and’ to join words and to join clauses in sentences.	Consolidate skills – Use AfL to inform	Think, say and remember a sentence that starts with a question opener and ends with a question mark. (Will, What) Use a question mark to demarcate a question sentence starting with Will and What.	Think, say and remember a sentence that starts with new time word (time adverbial / time adverb) and ends with a full stop or an exclamation mark. Increase use of a variety of time word (time adverbial / time adverb) (Later, Soon, At last....)	Use a wider variety of openers (Once upon a time...)	Consolidate skills – Use AfL to inform & Correct any misspelt Year 1 Common Exception Words.
Year 1 Spelling	*“Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly.” Research and Review, May 2023					
Summer 1						
Check use of punctuation at the end of a sentence. Correct any misspelt Year 1 Common Exception Words and many Year 1 Spelling rules.			Addition of adjective to improve a sentence. Use new sentence openers - I have, I am, You (riddles).		Focus on using the question words – Where and Who to begin a question sentence. Use a capital letter for names of places and the days of the week.	
History - Explorers – Columbus & Armstrong			Science – Everyday Materials		Geography – UK – coastlines, seas, villages, towns, cities	
Text and Genre	Diary - Field Trip to the Moon 	Retell - Whatever Next 	Retell - The Way Back Home 	Retell - Billy & the Pirates 	Retell -The Gruffalo 	Gruffalo Instructions (WAGOLL) (real life gruffalo biscuits or innovated gruffalo pie/owl ice cream) 
Year 1 Genre Progression	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Title Numbered steps Each step on a new line What you need with bullet points Time adverbial as an opener Linked to personal experience Present tense Linked to oral instructions when playing
Handwriting- Fill the line with writing and start a new line when there is not enough space to write the complete word.						
Year 1 Grammar and Punctuation	Use adjectives to describe thoughts and feelings (diary entry as a character, informal letter).	Check use of punctuation at the end of a sentence.	Correct any misspelt Year 1 Common Exception Words and many Year 1 Spelling rules.	Focus on using the question words – Where and Who to begin a question sentence.	Addition of adjective to improve a sentence.	Consolidate skills – Use AfL to inform.

CURRICULUM FOR WRITING– YEAR 1

Year 1 Spelling	**"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023					
Summer 2						
Science –			Geography –		History -	
Text and Genre	Retell - Billy Goat's Gruff (link to DT – build bridges) 	Retell – Katie in London 	Retell – Dilwyn the Welsh Dragon 	Recount of Sports Day 	Loch Ness Monster – Character Description – use other images of the Loch Ness monster to support/inspire different ideas 	Non-chronological report – The Seasons  
Year 1 Genre Progression	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Use first person. Use time words. Chronological. Use information based on a real event/experience.	Wanted poster Picture annotated Name of character What they look like Simple adjectives (colour and size) Appearance and personality (appropriate words) Actions – what does your character do in the story? Present tense	Facts gathered as a class Topic related vocabulary Given title Labelled pictures Present tense
Handwriting- Fill the line with writing and start a new line when there is not enough space to write the complete word.						
Year 1 Grammar and	Consolidate skills – Use AfL to inform.	Use a capital letter for names of places and the days of the week.	Consolidate skills – Use AfL to inform.	Consolidate skills – Use AfL to inform.	Consolidate skills – Use AfL to inform.	Consolidate skills – Use AfL to inform.
Year 1	**"Dictation gives children opportunities to practise and apply their spelling knowledge and segmenting skills, without having to compose sentences by themselves. It requires them to distinguish between the sounds they hear in order to choose the correct graphemes to represent the sounds and to form the letters correctly." Research and Review, May 2023					

CURRICULUM FOR WRITING– YEAR 1

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Informal Letter	Retell	Diary	Setting	Persuasive Letter	Character description
Simple format (To, From) First person An informal greeting (Hi) Add a few sentences First sentence starts on a new line From on a new line and add my name For example, from Goldilocks to the bears Date	Use past tense Title Include beginning, middle end Chronological order Story language; Once upon a time, one sunny day etc Simple sentences Structure needs to be correct (Not to rewrite word for word / use said.)	Simple recount of a day First person Past tense Dear Diary	Use senses (see and hear) to compile a word bank of adjectives to describe setting through visual stimulus First person Present tense	N/A	Wanted poster Picture annotated Name of character What they look like Simple adjectives (colour and size) Appearance and personality (appropriate words) Actions – what does your character do in the story? Present tense
Explanation	Biography	Non-chron.	Newspaper	Instructions	Recount
Present tense. Time adverbials to sequence the process It may be helpful if the children write an explanation which is linked to a simple life cycle.	N/A	Facts gathered as a class Topic related vocabulary Given title Labelled pictures Present tense	N/A	Title Numbered steps Each step on a new line What you need with bullet points Time adverbial as an opener Linked to personal experience Present tense Linked to oral instructions when playing	Use first person. Use time words. Chronological. Use information based on a real event/experience.
Formal Letter					
N/A					