
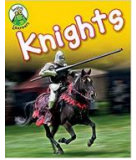
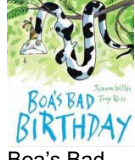
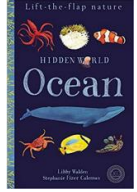
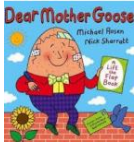
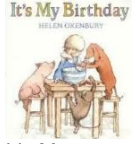

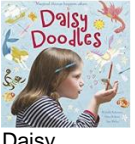


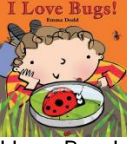


| Year 1 | | | | | | | | | | | | |
|--|--|---|--|--|--|--|---|--|---|--|---|--|
| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
| <p>Progression of Core Texts Additional core texts selected by the teacher to secure key areas of the writing curriculum, broaden the range of texts (including poetry) and meet the interests of pupils.</p> |  Don't Spill The Milk by Stephen Davies and Christopher Corr |  Knights by Annabelle Lynch |  Boa's Bad Birthday by Jeanne Willis and Tony Ross |  Hidden World: Ocean by Libby Walden and Stephanie Fizer |  Dear Mother Goose by Michael Rosen and Nick Sharratt | |  It's My Birthday by Helen Oxenbury |  Seed to Sunflower by Camilla de la Bédoyère |  Daisy Doodles by Michelle Robinson and Irene Dickson |  Weather by Steffi Cavell-Clarke |  The Three Little Pigs by Mara Alperin and Ag Jatkowska |  I Love Bugs! by Emma Dodd |
| <p>Big Ideas (audience and purpose and form)</p> | <p>Patterned story (journey) Cultural setting</p> | <p>Writing simple factual information about one role/job Non-chronological report</p> | <p>Humorous patterned story (cause and effect)</p> | <p>Concept of a fact Non-chronological report about a group</p> | <p>Nursery rhymes A letter written in role as a nursery rhyme character</p> | | <p>Instructional cumulative story Older style</p> | <p>Informational sequential writing. Present tense impersonal. Explaining a simple process</p> | <p>Fantasy adventure. Building ideas for stories from imagination.</p> | <p>Double page spread about one topic. Non-chronological. Simple cohesion.</p> | <p>Traditional tale</p> | <p>Poetry Kenning</p> |
| <p>Focus</p> | <p>Securing understanding of a simple sentence Securing capital letters and full stops</p> | <p>Securing understanding of a simple sentence Begin to add extra detail into sentences (adverbial)</p> | <p>Introducing compound sentences joining clauses with 'and', 'but'. Using capital letters for personal pronouns Consolidating understanding</p> | <p>Securing understanding of a simple sentence Securing capital letters and full stops Using 'and' to link two single clause sentences</p> | <p>Writing in role Understanding the format of a letter Understanding what makes a question</p> | | <p>Building a clear structure. Joining words and clauses with and.</p> | <p>Using technical vocabulary. Clearly sequence the steps.</p> | <p>Beginning to add detail into sentences before the noun introducing alliteration.</p> | <p>Multiple sentences about the same topic. Layout and organisation.</p> | <p>Building stamina for writing through a lengthy familiar text. Cohesion and plot. Capitals for personal pronouns.</p> | <p>Using appropriate and adventurous vocabulary.</p> |

