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| Year group | 1 | | | |
| Term | Spring 1 | | Spring 2 | |
| Genre | Retelling a story (traditional tale) | Instructions | Personal Recount | Retelling a story |
| Text | The Three Little Pigs | The Three Little Pigs | Spiderman/superhero visit to class | Paperbag Princess |
| Audience and Purpose | | | | |
| Links to previous year groups and current topic | Linked to materials topic. Builds on work in Autumn Term. | Linked to materials topic. First time learning instructions. | First time learning this genre. | Builds on work in previous terms. |
| Grammar, punctuation and composition. | <ul style="list-style-type: none"> -Orally rehearse sentences so that they form short narratives - Read own writing aloud clearly for others to hear - Use the past, present and future accurately in speech and begin to incorporate these into writing - Join words and clauses with the conjunction 'and' - Sequence written sentences to form short narratives -Form letters and digits correctly, with some difference between upper and lower-case letters -Use spaces between words - Demarcate sentences using capital letters and full stops -Use exclamation marks where appropriate -Capital letters for names <p><i>- A varied range of time/place adverbials to move action forward and create a sequence of linked events.</i></p> <p><i>- A range of ways to say 'said' to convey information about a character, their mood or feeling.</i></p> | <ul style="list-style-type: none"> -Orally rehearse sentences so that they form short narratives - Read own writing aloud clearly for others to hear - Use the past, present and future accurately in speech and begin to incorporate these into writing - Join words and clauses with the conjunction 'and' - Sequence written sentences to form short narratives -Form letters and digits correctly, with some difference between upper and lower-case letters -Use spaces between words - Demarcate sentences using capital letters and full stops -Use question marks where appropriate - Begin to write effectively and coherently for different purposes -Join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because etc) <p><i>- A varied range of time/place adverbials to move action</i></p> | <ul style="list-style-type: none"> -Orally rehearse sentences so that they form short narratives - Read own writing aloud clearly for others to hear - Use the past, present and future accurately in speech and begin to incorporate these into writing - Join words and clauses with the conjunction 'and' - Sequence written sentences to form short narratives -Form letters and digits correctly, with some difference between upper and lower-case letters -Use spaces between words - Demarcate sentences using capital letters and full stops -Use exclamation marks where appropriate -Capital letters for names and the pronoun I - Begin to write effectively and coherently for different purposes -Join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because etc) <p><i>- Begin to write effectively and coherently for different purposes</i></p> <p><i>- Join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because etc)</i></p> <p>Use question marks and exclamation marks where appropriate</p> | <ul style="list-style-type: none"> -Orally rehearse sentences so that they form short narratives - Read own writing aloud clearly for others to hear - Use the past, present and future accurately in speech and begin to incorporate these into writing - Join words and clauses with the conjunction 'and' - Sequence written sentences to form short narratives -Form letters and digits correctly, with some difference between upper and lower-case letters -Use spaces between words - Demarcate sentences using capital letters and full stops -Capital letters for names and the pronoun I - Begin to write effectively and coherently for different purposes -Join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because etc) <p>Use question marks and exclamation marks where appropriate</p> |

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| | | <i>forward and create a sequence of linked events.</i> | - Adverbs of manner to set the tone/mood of the sentence. - A varied range of time/place adverbials to move action forward and create a sequence of linked events. | - Adverbs of manner to set the tone/mood of the sentence. - A varied range of time/place adverbials to move action forward and create a sequence of linked events. - A range of ways to say 'said' to convey information about a character, their mood or feeling. |
| Handwriting | <ul style="list-style-type: none"> • Consolidate all YR and Y1 Autumn expectations. • Correct spacing between words. • Correct sizing and positioning of full stops on the line • Correct sizing, orientation and start and finishing points for ? and ! | | | |
| Spelling | See Read Write Inc. plan | | | |