

Year group	1			
Term	Autumn 1		Autumn 2	
Genre	Retelling a story	Retelling a story	Fairy tales	Recount: Diary Fairy tale
Text	Superworm	Supertato	Rumpelstiltskin	Little Red Riding Hood
Audience and Purpose				
Links to previous year groups and current topic	Link to superhero topic	Link to superhero topic		Links to previous topic- woodcutter is a hero. First time learning diaries.
Grammar, punctuation and composition.	<p>-Orally rehearse sentences so that they form short narratives</p> <p>- Use the past, present and future accurately in speech</p> <p>Join words and clauses with the conjunction 'and' (orally)</p> <p>-Sequence written sentences to form short narratives</p> <p><i>- Adverbs of manner to set the tone/mood of the sentence (orally).</i></p> <p><i>- A varied range of time/place adverbials to move action forward and create a sequence of linked events (orally).</i></p>	<p>-Orally rehearse sentences so that they form short narratives</p> <p>- Use the past, present and future accurately in speech</p> <p>Join words and clauses with the conjunction 'and' (orally)</p> <p>-Sequence written sentences to form short narratives</p> <p><i>- Adverbs of manner to set the tone/mood of the sentence (orally).</i></p> <p><i>- A varied range of time/place adverbials to move action forward and create a sequence of linked events (orally).</i></p>	<p>-Say out loud what they are going to write about</p> <p>-Orally rehearse sentences so that they form short narratives</p> <p>- Read own writing aloud clearly for others to hear</p> <p>- Use the past, present and future accurately in speech and begin to incorporate these into writing</p> <p>- Join words and clauses with the conjunction 'and'</p> <p>- Sequence written sentences to form short narratives</p> <p>-Form letters and digits correctly, with some difference between upper and lower-case letters</p> <p>-Use spaces between words</p> <p>- Demarcate sentences using capital letters and full stops</p> <p>-Capital letters for names</p> <p><i>- Adverbs of manner to set the tone/mood of the sentence.</i></p> <p><i>- A varied range of time/place adverbials to move action forward and create a sequence of linked events.</i></p>	<p>-Say out loud what they are going to write about</p> <p>-Orally rehearse sentences so that they form short narratives</p> <p>- Read own writing aloud clearly for others to hear</p> <p>- Use the past, present and future accurately in speech and begin to incorporate these into writing</p> <p>- Join words and clauses with the conjunction 'and'</p> <p>- Sequence written sentences to form short narratives</p> <p>-Form letters and digits correctly, with some difference between upper and lower-case letters</p> <p>-Use spaces between words</p> <p>- Demarcate sentences using capital letters and full stops</p> <p>-Capital letters for names and the pronoun I</p> <p><i>- Adverbs of manner to set the tone/mood of the sentence.</i></p> <p><i>- A varied range of time/place adverbials to move action forward and create a sequence of linked events.</i></p>
Handwriting	<ul style="list-style-type: none"> Teach all YR learning using RWI letter formation as set out above to be 'secure Y1'. 			

	<ul style="list-style-type: none">• Emphasize writing on the line and consolidate.<ul style="list-style-type: none">• Learn and practise the different letter 'families' – Curly caterpillars, ladder letters, zig-zag monsters & one-armed robots
Spelling	See Read Write Inc. plan