



Autumn					Spring				Summer				
Narrative	Instructions	Poetry: List poems	Narrative	Letters, postcards	Narrative	Non-Chronological Report	Narrative	Poetry: Free Verse & Simile	Narrative	Instructions	Recount	Narrative	Poetry: Take One Poet
Frog and the Stranger / Luna Loves Dance	How to Make Friends with a Ghost	The Puffin Book of Fantastic First Poems	Last Stop on Market Street	Dragon Post	Rapunzel	Say Hi to Hedgehogs Alternative plan: Big Blue Whale	Julian is a Mermaid Splash, Anna Hibiscus!	The Puffin Book of Fantastic First Poems	The Lost Homework	How to Wash a Woolly Mammoth	Here I Am	Super Joe Does Not Do Cuddles Traction Man	Belonging Street
10 steps	10 steps	5 steps	12 steps	15 steps	15 steps	10 steps	15 steps	10 steps	12 steps	10 steps	10 steps	14 steps	5 steps
52 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				51 steps (approx. 11 weeks)				


All objectives covered within each Year 1/2 unit are listed within this document. Please see the key below to understand how the objectives are presented:


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Writing purpose No. of steps Genre Title(s) of core text(s)	Genre: Specific features and structure of genre to be revised or taught within the unit	<ul style="list-style-type: none"> Revision of objectives from previous year (with year group this was first introduced) [NB: <i>These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices</i>] Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black 	Revision of objectives from previous year (with year group this was first introduced) Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black	Revision of objectives from previous year (with year group this was first introduced) Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black	Statutory terminology from Appendix 2 of the National Curriculum are listed in this way – bold, teal and underlined
Adaptations for Y1 curriculum	As these mixed-age plans are based on the Y2 ESSENTIALWRITING unit plans, the adjustments that may be necessary for the Y1 curriculum are listed here.				


AUTUMN

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 10 steps</p> <p>Narrative</p> <p><i>Frog and the Stranger/</i></p> <p><i>Luna Loves Dance</i></p>	<p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them (Y1 & 2)</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story (Y2)</p> <p>Introduce fall-rise story shape (Y2) for basic narrative structure⁴</p>	<ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader’s interest and to know what the writing might be about • Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – often using past tense³ in a narrative 	<p>Writers join sentences together with other coordinating conjunctions* including and, or, but¹ – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2)</p> <p>A statement² is a type of sentence that are used by writers the most – they are telling the reader something</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p>	<p>letter, capital letter, word, sentence punctuation, full stop (Y1)</p> <p>verb, tense, past tense statement (Y2)</p> <p>*conjunction – not statutory until Y3, instead children in Y2 can use the term ‘linking word’</p>
<p>Adaptations for Y1 curriculum</p>	<p>¹ Children in Year 1 should just be focusing on their composition of a single-clause sentence and not required to join sentences together at this stage of learning. (Year 1 will begin to join words within sentences using ‘and’ in Aut2, then join clauses using ‘and’ in Spr1 onwards).</p> <p>² Children in Year 1 are not expected to know the different types of sentences; this is a statutory requirement for Year 2.</p> <p>³ Children in Year 1 should just be taught to use the suffix -ed consistently where the root word does not change. No explicit teaching needed concerning the use of ‘tense’, instead <u>orally rehearse</u> using the past tense of verbs.</p> <p>Teach children that a sentence is an idea about a person or thing (noun) with action, thought or feeling (verb) – there is no expectation that the children in Year 1 use the terminology ‘noun’ and ‘verb’. Use at your discretion.</p> <p>Teach children that a reader needs spaces between words so that they can understand and follow the writing</p> <p>⁴ Children in Year 1 should just be expected to sequence single-clause sentences to form a simple narrative, based on oral composition before writing.</p>				


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Inform 10 steps</p> <p>Instructions</p> <p><i>How to Make Friends with a Ghost</i></p>	<p>Instructions: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered (Y1 & 2)</p> <p>Written in time (or chronological) order so that the reader acts in the correct sequence or order (Y1 & 2)</p> <p>Can include a list of ‘things/ ingredients/ items’³ that the reader will need before acting upon the instructions (Y1 & 2)</p>	<ul style="list-style-type: none"> Use labels or captions to show the reader something they might not know about Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past You could speak to the reader directly, using ‘you’ if you need to tell them or ask them to do something 	<p>Sometimes we might need to tell our reader to do something – these are command¹ sentences and they start with a verb (Y2)</p> <p>Writers join sentences together with other coordinating conjunctions* including and, or, but² – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2)</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because² – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought (Y2)</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Commas³ can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p>	<p>letter, capital letter, word, sentence punctuation, full stop (Y1)</p> <p>comma command (Y2)</p> <p>*conjunction – not statutory term until Y3, instead children in Y2 can use the term ‘linking word’</p>
<p>Adaptations for Year 1 Curriculum</p>	<p>¹ Children in Year 1 are not expected to know the different types of sentences; this is a statutory requirement for Year 2.</p> <p>² Children in Year 1 should just be focusing on their composition of a single-clause sentence and not required to join sentences together at this stage of learning. (Year 1 will begin to join words within sentences using ‘and’ in Aut2, then join clauses using ‘and’ in Spr1 onwards).</p> <p>³ Children in Year 1 should not be introduced to using a comma in their own writing (this is statutory learning for Year 2). Instead, ask the children to write their list for their instructions down the page, with each word or phrase underneath each other.</p> <p>Teach children that a sentence is an idea about a person or thing (noun) with action, thought or feeling (verb) – there is no expectation that the children in Year 1 use the terminology ‘noun’ and ‘verb’. Use at your discretion.</p> <p>Teach children that a reader needs spaces between words so that they can understand and follow the writing.</p>				


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 5 steps</p> <p>Poetry: List poems</p> <p><i>The Puffin Book of Fantastic First Poems</i></p>	<p>Poetry: A genre of poetry is list poetry, which lists words or phrases that represent a certain topic</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually present tense or past tense (Y2)⁵ 	<p>Writers join sentences together with other coordinating conjunctions* including and, or, but¹ – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2)</p> <p>Including adjectives to describe a noun (expanded noun phrases)² helps the reader to create a more specific picture in their mind (Y2)</p> <p>Sometimes we might need to ask our reader something – these are question sentences and they end with a question mark⁴ (Y2)</p>	<p>Commas can be used to separate items in a list³, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>Instead of a full stop, a question mark⁴ at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something (Y1)</p>	<p>letter, capital letter, word, sentence punctuation, question mark (Y1)</p> <p>verb, noun, noun phrase, tense, present tense, past tense</p> <p>adjective, comma (Y2)</p> <p>*conjunction – not statutory term until Y3, instead children in Y2 can use the term 'linking word'</p>
<p>Adaptations for Year 1 Curriculum</p>	<p>¹ Children in Year 1 should just be focusing on their composition of a single-clause sentence and not required to join sentences together at this stage of learning. (Year 1 will begin to join words within sentences using 'and' in Aut2, then join clauses using 'and' in Spr1 onwards).</p> <p>² Children in Year 1 should just be taught that a sentence contains a noun and could experiment with using adjectives to describe the noun – use child-friendly explanations as this terminology is not a statutory requirement for Year 1.</p> <p>³ Children in Year 1 should not be introduced to using a comma in their own writing (this is statutory learning for Year 2). Instead, ask the children to write their list for their instructions down the page, with each word or phrase underneath each other.</p> <p>⁴ At this stage, children in Year 1 should be provided with questions as an introduction to the question mark, rather than writing them themselves, and respond to the questions provided.</p> <p>⁵ Children in Year 1 should just be taught to use the suffix -ed consistently where the root word does not change. No explicit teaching needed concerning the use of 'tense', instead orally rehearse using the past tense of verbs.</p> <p>Teach children that a reader needs spaces between words so that they can understand and follow the writing.</p>				


 <p>Entertain 12 steps</p> <p>Narrative</p> <p><i>Last Stop on Market Street</i></p>	<p>Genre features</p> <p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them (Y1 & 2)</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story (Y2)</p> <p>Introduce fall-rise story shape (Y2) for basic narrative structure³</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader’s interest and to know what the writing might be about • Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – often using past tense in a narrative (Y2)⁴ • Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) (Y1 & 2) 	<p>Sentence level</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because¹ – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought (Y2)</p> <p>Instead of using ‘and’ too often, we should use a full stop so that the sentence does not become too long for the reader (Y1 & 2)</p> <p>Including adjectives to describe a noun (expanded noun phrases)² helps the reader to create a more specific picture in their mind (Y2)</p>	<p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p>	<p>Grammatical terminology</p> <p>Letter, capital letter, word, sentence punctuation, full stop (Y1)</p> <p>verb, tense, past tense adjective, noun, noun phrase, comma (Y2)</p> <p>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</p>
<p>Adaptations for Year 1 Curriculum</p>	<p>¹ Children in Year 1 should just be focusing on their composition of a single-clause sentence and not required to join sentences together at this stage of learning. Within this unit, they should be encouraged to start joining words together with ‘and’ to make connections between things. (Year 1 will begin to join clauses using ‘and’ in Spr1 onwards).</p> <p>² Children in Year 1 should just be taught that a sentence contains a noun and could experiment with using adjectives to describe the noun – use child-friendly explanations as this terminology is not a statutory requirement for Year 1.</p> <p>³ Children in Year 1 should just be expected to sequence single-clause sentences to form a simple narrative, based on oral composition before writing.</p> <p>⁴ Children in Year 1 should just be taught to use the suffix -ed consistently where the root word does not change. No explicit teaching needed concerning the use of ‘tense’, instead orally rehearse using the past tense of verbs.</p>				


 Inform 15 steps Letters Dragon Post	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Letter: Sender's address in top-right corner & date⁵ under the sender's address (Y2)</p> <p>Recipient's address on left-hand side (Y2)</p> <p>Start with 'Dear...' or 'To whom it may concern...' (Y1 & 2)</p> <p>Sign off with 'From...' or 'Love from...' (depending on how well you know your reader) (Y1 & 2)</p>	<ul style="list-style-type: none"> Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something 	<p>A statement¹ is a type of sentence that are used by writers the most – they are telling the reader something. Sometimes we might need to tell our reader to do something – these are command¹ sentences and they start with a verb (Y2)</p> <p>Writers join sentences together with other coordinating conjunctions* including and, or, but² – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2)</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because² – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought (Y2)</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) as well as the personal pronoun 'I' to help the reader to understand that this is a proper noun (Y1)</p> <p>Instead of a full stop, a question mark³ at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something (Y1)</p> <p>An exclamation mark³ at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling (Y1)</p> <p>Commas can be used to separate items in a list⁴, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p>	<p>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, question mark (Y1)</p> <p>comma command, statement (Y2)</p> <p>*conjunction – not statutory until Y3, instead children in Y2 can use the term 'linking word'</p>
<p>Adaptations for Year 1 Curriculum</p>	<p>¹ Children in Year 1 are not expected to know the different types of sentences; this is a statutory requirement for Year 2.</p> <p>² Children in Year 1 should just be focusing on their composition of a single-clause sentence and not required to join sentences together at this stage of learning. Within this unit, they should be encouraged to start joining words together with 'and' to make connections between things. (Year 1 will begin to join clauses using 'and' in Spr1 onwards).</p> <p>³ Children in Year 1 should be provided with questions as an introduction to the question mark, rather than writing them themselves, and respond to the questions provided within their letters. This is also just an introduction to exclamation marks for Year 1 children and they should not be required to use this punctuation within their writing at this stage.</p> <p>⁴ Children in Year 1 should not be introduced to using a comma in their own writing (this is statutory learning for Year 2).</p> <p>⁵ Use writing the date as an opportunity to model use of capital letters for days of the week, without the expectation for Year 1 to use this within their writing at this stage.</p> <p>Secure use of spaces between words so the reader can understand and follow the writing.</p>				

SPRING


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 15 steps</p> <p>Traditional tale</p> <p><i>Rapunzel</i></p>	<p>Traditional tale: Will often include repeated phrases</p> <p>May include animal characters that behave like humans (e.g. can talk)</p> <p>Character names will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf)</p> <p>Usually include happy endings</p>	<ul style="list-style-type: none"> • Pictures or illustrations can help the reader see what you are writing about in their mind • Use a title to hook the reader’s interest and to know what the writing might be about • Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – often using past tense⁴ in a narrative • Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) • Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing 	<p>Writers join sentences together with other coordinating conjunctions* including and, or, but¹ – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2)</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because¹ – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought (Y2)</p> <p>Including adjectives to describe a noun (expanded noun phrases)² helps the reader to create a more specific picture in their mind (Y2)</p> <p>Exclamatory sentences³ are sometimes seen in traditional tales/ fairytales, usually to express a surprise or strong emotion (usually starting with ‘<i>What / How + noun phrase + verb</i>’) (Y2)</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling (Y1)</p> <p>Commas can be used to separate items in a list⁵, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p>	<p>letter, capital letter, word, sentence punctuation, full stop, exclamation mark (Y1)</p> <p>verb, tense, past tense adjective, noun, noun phrase, comma exclamation, command, statement (Y2)</p> <p>*conjunction – not statutory until Y3, instead Y2 children can use the term ‘linking word’</p>
<p>Adaptations for Year 1 Curriculum</p>	<p>¹ Children in Year 1 should mainly focus on their composition of a single-clause sentence and not required to join sentences together at this stage of learning. Within this unit, they should be encouraged to start joining words together with ‘and’ to make connections between things. If they are ready, some might want to start joining clauses using ‘and’ (to be introduced within the next unit).</p> <p>² Children in Year 1 should just be taught that a sentence contains a noun and could experiment with using adjectives to describe the noun – use child-friendly explanations as this terminology is not a statutory requirement for Year 1.</p> <p>³ Children in Year 1 are not expected to know the different types of sentences; this is a statutory requirement for Year 2.</p> <p>⁴ Children in Year 1 should just be taught to use the suffix -ed consistently where the root word does not change. No explicit teaching needed concerning the use of ‘tense’, instead orally rehearse using the past tense of verbs.</p> <p>⁵ Children in Year 1 should not be introduced to using a comma in their own writing (this is statutory learning for Year 2).</p>				


 <p>Inform 10 steps</p> <p>Non-chronological report</p> <p><i>Say Hi to Hedgehogs/ Big Blue Whale</i></p>	<p>Genre features</p> <p>Non-Chronological Report: Captions and labels to add information to illustrations (Y1 & 2)</p> <p>Glossary to provide definitions in a quick and easy guide for the reader (Y2)</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out about When we provide information to our reader, this information is usually in the simple present tense or simple past tense⁴ (Y2) 	<p>Sentence level</p> <p>Writers join sentences together with other coordinating conjunctions* including and, or, but¹ – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2)</p> <p>A statement² is a type of sentence that are used by writers the most – they are telling the reader something (Y2)</p> <p>A question² is a type of sentence that is asking the reader about something (Y2)</p> <p>Including adjectives to describe a noun (expanded noun phrases)³ helps the reader to create a more specific picture in their mind (Y2)</p>	<p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something (Y1)</p> <p>Commas can be used to separate items in a list⁵, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p>	<p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation, full stop, question mark (Y1)</p> <p>verb, tense, past tense adjective, noun, noun phrase, comma statement, question (Y2)</p> <p>*conjunction – not statutory until Y3, instead can use the term 'linking word'</p>
<p>Adaptations for Year 1 Curriculum</p>	<p>¹ Children in Year 1, if their composition of single-clause sentences is secure, should be encouraged to start joining clauses using 'and'.</p> <p>² Children in Year 1 are not expected to know the different types of sentences; this is a statutory requirement for Year 2.</p> <p>³ Children in Year 1 should just be taught that a sentence contains a noun and could experiment with using adjectives to describe the noun – use child-friendly explanations as this terminology is not a statutory requirement for Year 1.</p> <p>⁴ Children in Year 1 should just be taught to use the suffix -ed consistently where the root word does not change. No explicit teaching needed concerning the use of 'tense', instead orally rehearse using the present tense of verbs.</p> <p>⁵ Children in Year 1 should not be introduced to using a comma in their own writing (this is statutory learning for Year 2).</p> <p>Secure use of spaces between words so the reader can understand and follow the writing.</p>				


 <p>Entertain 15 steps</p> <p>Narrative</p> <p><i>Julian is A Mermaid</i></p> <p><i>Splash, Anna Hibiscus!</i></p>	<p>Genre features</p> <p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them (Y1 & 2)</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story (Y2)</p> <p>Review fall-rise story shape⁶ for basic narrative structure and introduce other shapes: slow rise and slow fall (Y2)</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense³ (Y2) Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing 	<p>Sentence level</p> <p>Writers join sentences together with other coordinating conjunctions* including and, or, but¹ – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2)</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because¹ – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought (Y2)</p> <p>Including adjectives to describe a noun (expanded noun phrases)² helps the reader to create a more specific picture in their mind (Y2)</p> <p>The present progressive and past progressive tense³ is often used to indicate that something is or was happening when another event occurred at the same time (Y2)</p>	<p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>Commas can be used to separate items in a list⁴, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>Apostrophes⁵ are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, question mark (Y1)</p> <p>verb, tense, past, present adjective, noun, noun phrase, comma apostrophe (Y2)</p> <p>*conjunction – not statutory until Y3, instead children in Y2 can use the term ‘linking word’</p>
<p>Adaptations for Year 1 Curriculum</p>	<p>¹ Children in Year 1, if their composition of single-clause sentences is secure, should be encouraged to start joining clauses using ‘and’.</p> <p>² Children in Year 1 should just be taught that a sentence contains a noun and could experiment with using adjectives to describe the noun – use child-friendly explanations as this terminology is not a statutory requirement for Year 1.</p> <p>³ Children in Year 1 should just be taught to use the suffixes -ed and -ing consistently where the root word does not change (e.g. ‘walked’/ ‘walking’; ‘jumped/ jumping’). No explicit teaching needed concerning the use of ‘tense’, instead orally rehearse using the present tense / present progressive form of verbs.</p> <p>⁴ Children in Year 1 should not be introduced to using a comma in their own writing (this is statutory learning for Year 2).</p> <p>⁵ Children in Year 1 should not be introduced to using an apostrophe in their own writing (this is statutory learning for Year 2).</p> <p>⁶ Children in Year 1 should just be expected to sequence single-clause sentences to form a simple narrative, sometimes joining those sentences with ‘and’, based on oral composition before writing.</p>				


 <p>Entertain 10 steps</p> <p>Poetry: Free verse and simile <i>The Puffin Book of Fantastic First Poems</i></p>	<p>Genre features</p> <p>Poetry: A specific poetic device used by poets can include a simile: this compares something with something else that the reader can relate to, in order to create a clear picture in their mind</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually present tense or past tense³ (Y2) Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) 	<p>Sentence level</p> <p>Writers join sentences together with other coordinating conjunctions including and, or, but¹ – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2)</p> <p>Including adjectives to describe a noun (expanded noun phrases)² helps the reader to create a more specific picture in their mind (Y2)</p>	<p>Word level including punctuation</p> <p>Capital letters for names of people (characters) help the reader to understand that this is a proper noun (Y1)</p> <p>Apostrophes⁴ are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation (Y1)</p> <p>verb, noun, noun phrase, tense, present tense, past tense adjective, apostrophe (Y2)</p> <p>*conjunction – not statutory until Y3, instead children in Y2 can use the term 'linking word'</p>
<p>Adaptations for Year 1 Curriculum</p>	<p>¹ Children in Year 1, if their composition of single-clause sentences is secure, should be encouraged to start joining clauses using 'and'.</p> <p>² Children in Year 1 should just be taught that a sentence contains a noun and could experiment with using adjectives to describe the noun – use child-friendly explanations as this terminology is not a statutory requirement for Year 1.</p> <p>³ Children in Year 1 should just be taught to use the suffix -ed consistently where the root word does not change. No explicit teaching needed concerning the use of 'tense', instead orally rehearse using the past tense of verbs.</p> <p>⁴ Children in Year 1 should not be introduced to using an apostrophe in their own writing (this is statutory learning for Year 2).</p>				


SUMMER

 <p>Entertain 12 steps</p> <p>Narrative (real experiences)</p> <p><i>The Lost Homework</i></p>	<p>Genre features</p> <p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them (Y1 & 2)</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story (Y2)</p> <p>Review fall-rise story shape⁴ for basic narrative structure and introduce other shapes: slow rise and slow fall (Y2)</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense³ (Y2) Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing 	<p>Sentence level</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because¹ – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought (Y2)</p>	<p>Word level including punctuation</p> <p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters) and the days of the week help the reader to understand that this is a proper noun (Y1)</p> <p>Apostrophes² are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p> <p>Apostrophes² are also used to show the reader when something belongs to a person or object (apostrophes of possession) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p>Grammatical terminology</p> <p><u>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, question mark</u> (Y1)</p> <p><u>verb, tense, past, present adjective, noun, noun phrase, apostrophe</u> (Y2)</p> <p>*conjunction – not statutory until Y3, instead can use the term ‘linking word’</p>
<p>Adaptations for Year 1 Curriculum</p>	<p>¹ Children in Year 1, if their composition of single-clause sentences is secure, should be encouraged to start joining clauses using ‘and’.</p> <p>² Children in Year 1 should not be introduced to using an apostrophe in their own writing (this is statutory learning for Year 2).</p> <p>³ Children in Year 1 should just be taught to use the suffix -ed consistently where the root word does not change. No explicit teaching needed concerning the use of ‘tense’, instead <u>orally rehearse</u> using the past tense of verbs.</p> <p>⁴ Children in Year 1 should just be expected to sequence single-clause sentences to form a simple narrative, sometimes joining those sentences with ‘and’, based on oral composition before writing.</p>				

 <p>Inform 10 steps</p> <p>Instructions</p> <p><i>How to Wash a Woolly Mammoth</i></p>	<p>Genre features</p> <p>Instructions: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered (Y1 & 2)</p> <p>Written in time (or chronological) order so that the reader acts in the correct sequence or order (Y1 & 2)</p> <p>Can include a list of 'things/ ingredients/ items'⁴ that the reader will need before acting upon the instructions</p> <p>In order to tell the reader to do something, writers often use command sentences² (Y2)</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out about When we provide information to our reader, this information is usually in the simple present tense or simple past tense⁶(Y2) 	<p>Sentence level</p> <p>Writers join sentences together with other coordinating conjunctions* including and, or, but¹ – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2)</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because¹ – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought (Y2)</p> <p>A statement² is a type of sentence that are used by writers the most – they are telling the reader something; a question² is a type of sentence that is asking the reader about something; sometimes we might need to tell our reader to do something – these are command² sentences and they start with a verb (Y2)</p> <p>Including adjectives to describe a noun (expanded noun phrases)³ helps the reader to create a more specific picture in their mind (Y2)</p>	<p>Word level including punctuation</p> <p>Commas can be used to separate items in a list⁴, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>Including adverbs⁵ to describe a verb also helps the reader to create a picture in their mind about how or when the action is happening (Y2)</p>	<p>Grammatical terminology</p> <p>letter, capital letter, word, sentence punctuation, full stop, question mark (Y1)</p> <p>verb, tense, present tense, past tense adjective, noun, noun phrase, comma, statement, question, command, adverb (Y2)</p> <p>*conjunction – not statutory until Y3, instead children in Y2 can use the term 'linking word'</p>
<p>Adaptations for Year 1 Curriculum</p>	<p>¹ Children in Year 1, if their composition of single-clause sentences is secure, should be encouraged to start joining clauses using 'and'.</p> <p>² Children in Year 1 are not expected to know the different types of sentences; this is a statutory requirement for Year 2.</p> <p>³ Children in Year 1 should just be taught that a sentence contains a noun and could experiment with using adjectives to describe the noun – use child-friendly explanations as this terminology is not a statutory requirement for Year 1.</p> <p>⁴ Children in Year 1 should not be introduced to using a comma in their own writing (this is statutory learning for Year 2). Instead, ask the children to write their list for their instructions down the page, with each word or phrase underneath each other.</p> <p>⁵ Children in Year 1 are not expected to identify and use adverbs in their own writing (this is statutory learning for Year 2).</p> <p>⁶ Children in Year 1 should just be taught to use the suffix -ed consistently where the root word does not change. No explicit teaching needed concerning the use of 'tense', instead orally rehearse using the present tense of verbs.</p> <p>Secure capital letters to begin a sentence and end of sentence punctuation.</p>				

 <p>Inform 10 steps</p> <p>Recount</p> <p><i>Here I Am</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Recount: Events are recounted in the time order that they happened (Y1 & 2)</p> <p>Written in simple past tense² (Y2)</p>	<ul style="list-style-type: none"> Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out about When we provide information to our reader, this information is usually in the simple present tense or simple past tense² (Y2) 	<p>Writers join sentences together with other coordinating conjunctions* including and, or, but¹ – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2)</p> <p>Writers can also join sentences together with subordinating conjunctions* including when, if, that, because¹ – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought (Y2)</p> <p>The present progressive and past progressive tense² is often used to indicate that something is or was happening when another event occurred at the same time (Y2)</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters), places as well as the personal pronoun 'I' help the reader to understand that this is a proper noun (Y1)</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something (Y1)</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling (Y1)</p> <p>Apostrophes³ are also used to show the reader when something belongs to a person or object (apostrophes of possession) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, question mark (Y1)</p> <p>verb, tense apostrophe (Y2)</p> <p>*conjunction – not statutory until Y3, instead children in Y2 can use the term 'linking word'</p>
<p>Adaptations for Year 1 Curriculum</p>	<p>¹ Children in Year 1, if their composition of single-clause sentences is secure, should be encouraged to start joining clauses using 'and'.</p> <p>² Children in Year 1 should just be taught to use the suffixes -ed and -ing consistently where the root word does not change (e.g. 'walked'/'walking'; 'jumped/ jumping'). No explicit teaching needed concerning the use of 'tense', instead orally rehearse using the past tense / past progressive form of verbs.</p> <p>³ Children in Year 1 should not be introduced to using an apostrophe in their own writing (this is statutory learning for Year 2).</p>				

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Entertain 14 steps</p> <p>Narrative</p> <p><i>Super Joe Does Not Do Cuddles</i></p> <p><i>Traction Man</i></p>	<p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them (Y1 & 2)</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story (Y2)</p> <p>Review fall-rise story shape⁴ for basic narrative structure and introduce other shapes: slow rise and slow fall (Y2)</p>	<ul style="list-style-type: none"> Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense¹ (Y2) Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing The present progressive and past progressive tense¹ is often used to indicate that something is or was happening when another event occurred at the same time (Y2) 	<p>Including adjectives to describe a noun (expanded noun phrases)² helps the reader to create a more specific picture in their mind (Y2)</p> <p>The present progressive and past progressive tense¹ is often used to indicate that something is or was happening when another event occurred at the same time (Y2)</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Capital letters for names of people (characters), places as well as the personal pronoun 'I' help the reader to understand that this is a proper noun (Y1)</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something (Y1)</p> <p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling (Y1)</p> <p>Apostrophes³ are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, question mark (Y1)</p> <p>verb, tense, past, present adjective, noun, noun phrase, apostrophe (Y2)</p>
<p>Adaptations for Year 1 Curriculum</p>	<p>¹ Children in Year 1 should just be taught to use the suffixes -ed and -ing consistently where the root word does not change (e.g. 'walked'/ 'walking'; 'jumped/ jumping'). No explicit teaching needed concerning the use of 'tense', instead orally rehearse using the present/ past tense and present/ past progressive form of verbs.</p> <p>² Children in Year 1 should just be taught that a sentence contains a noun and could experiment with using adjectives to describe the noun – use child-friendly explanations as this terminology is not a statutory requirement for Year 1.</p> <p>³ Children in Year 1 should not be introduced to using an apostrophe in their own writing (this is statutory learning for Year 2).</p> <p>⁴ Children in Year 1 should just be expected to sequence single-clause sentences to form a simple narrative, sometimes joining those sentences with 'and', based on oral composition before writing.</p>				

 <p>Entertain 5 steps Poetry <i>Belonging Street</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Poetry: A specific poetic device used by poets can include alliteration to experiment with using words that start with the same speech sound – this creates a pleasing rhythm and musicality for the reader (Y1 & 2)</p>	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) 	<p>Including adjectives to describe a noun (expanded noun phrases)¹ helps the reader to create a more specific picture in their mind (Y2)</p>	<p>Capital letters for names of people (characters), places as well as the personal pronoun 'I' help the reader to understand that this is a proper noun (Y1)</p> <p>Apostrophes² are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2)</p> <p>Including adverbs³ to describe a verb also helps the reader to create a picture in their mind about how or when the action is happening (Y2)</p>	<p>letter, capital letter, word, sentence punctuation (Y1)</p> <p>verb, noun, noun phrase, adjective, adverb, apostrophe (Y2)</p>
<p>Adaptations for Year 1 Curriculum</p>	<p>¹ Children in Year 1 should just be taught that a sentence contains a noun and could experiment with using adjectives to describe the noun – use child-friendly explanations as this terminology is not a statutory requirement for Year 1.</p> <p>² Children in Year 1 should not be introduced to using an apostrophe in their own writing (this is statutory learning for Year 2).</p> <p>³ Children in Year 1 are not expected to identify and use adverbs in their own writing (this is statutory learning for Year 2).</p>				