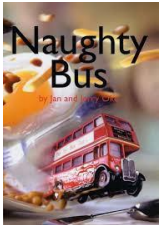
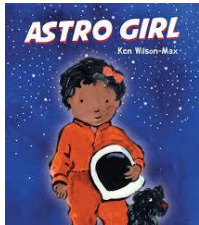
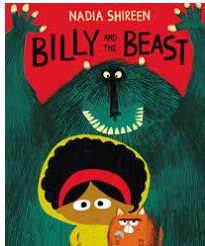

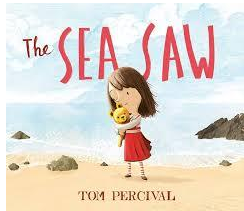
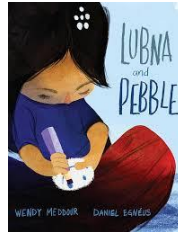
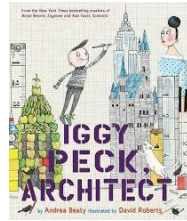
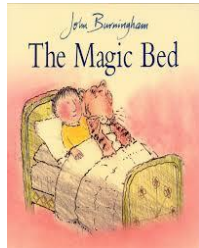


Year 1 English Writing Overview

| Autumn | Autumn | Autumn | Spring | Spring | Summer | Summer | Summer |
|--|--|---|---|---|---|---|---|
| <p>The Naughty Bus</p>  | <p>Astro Girl</p>  | <p>Billy the Beast</p>  | <p>The Comet</p>  | <p>The Sea Saw</p>  | <p>Lubna and Pebble</p>  | <p>Iggy Peck, Architect</p>  | <p>The Magic Bed</p>  |
| Writing Outcomes | | | | | | | |
| <p>Instant writes: Letters, diaries, captions, fact file on buses</p> <p>Extended write: Adventure story</p> | <p>Instant writes: Writing in role, commands, 'how to' guides</p> <p>Extended write: Fact file</p> | <p>Instant writes: Wanted posters, summary, emails, character descriptions, recipes</p> <p>Extended write: 'defeat the monster' narrative</p> | <p>Instant writes: Posters, letters of advice, poems, descriptions, writing in role, recipes</p> <p>Extended write: narrative</p> | <p>Instant writes: Writing in role, notes of advice, missing posters, diary entries, letters of thanks</p> <p>Extended write: narrative</p> | <p>Instant writes: Labels, thank you notes, speech bubbles, advice postcards, instructions</p> <p>Extended write: narrative</p> | <p>Instant writes: Labels, character comparisons, character descriptions, building descriptions, posters</p> <p>Extended write: fact file</p> | <p>Instant writes: Setting description, additional scene, description of magical piece of furniture, lists</p> <p>Extended write: fantasy story</p> |
| Cross Curricular Links | | | | | | | |
| <p>History: changes within living memory</p> | <p>History: lives of significant people</p> | | <p>PSHCE: similarities and differences</p> | <p>Science: nature and the planet</p> | <p>PSHCE: friendship and kindness</p> | <p>History: lives of significant people</p> | |

| | | | | | | | |
|--|--|--|--|--|--|-----------------------------------|--|
| | | | | | | Science: everyday materials | |
|--|--|--|--|--|--|-----------------------------------|--|

Oracy

| | | | | | | | |
|---------------|----------------------------------|------------------------------------|---------------|------------------------------------|-----------------|----------------------------------|---|
| Story telling | Posing questions and predictions | Reading aloud to peers and teacher | Story telling | Reading aloud to peers and teacher | Story retelling | Supporting others; giving advice | Dreams discussion. Story telling |
|---------------|----------------------------------|------------------------------------|---------------|------------------------------------|-----------------|----------------------------------|---|

RWI Spelling

The *Read Write Inc. Speed sounds* lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way. The broad order follows three sets:

- * Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h s h r / j v y w / t h z c h q u x n g n k
- * Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy
- * Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure

[Year 1 word list](#)

Grammar

| Word | Noun Phrases | Adverbial Phrases | Tense | Sentence |
|---|---|--|---|--|
| Regular plural noun suffixes –s or –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun | Use of adjectives [colour, shape, size] to create a simple noun phrase [the blue car] | Use simple adverbs to sequence writing | Use of the simple past tense (– ed), present tense and present progressive (–ing) where there is no change to the root word | How words can combine to make sentences Using and to join single clause sentences |

| Conjunctions | Punctuation | Speech | Text | Terminology |
|---|--|---|--|---|
| <p>Join words and joining clauses using and</p> | <p>Separate words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p> | <p>Read, explore and identify speech punctuation in books and modelled writing</p> <p>Use of some speech in writing but might not use inverted commas</p> | <p>Sequence sentences to form short narratives</p> | <p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p> |