	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	*Whole-School Unit** Inform (10 steps) Entertain (10 steps) Entertain (5 steps)	Inform (10 steps) Entertain (20 steps)	Entertain (10 steps) Inform (10 steps) Entertain (5 steps)	Entertain (15 steps) Entertain (10 steps)	Inform (10 steps) Entertain (9 steps) Entertain (15 steps) *can be split across into Sum2*	Inform (10 steps) Entertain (10 steps)
Written Outcomes	*Range of genres (whole-school unit)** Lists, labels, captions; Instructions Simple sentences List poetry	Recipes Simple traditional tale	Short narrative Rules & Recount Poetry (rhyme and nonsense)	Short narrative reflecting personal experience Performance Poetry	Letters Poetry (free verse) Short narrative	Explanation Short narrative
NC: Composition **(planning, drafting, editing and proof reading)**	• Say out loud what they are going to write about; • Compose a sentence orally before writing it • Re-read what they have written to check for sense • Sequence sentences to form short narratives • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and teacher					
NC: Sentence level	Write single-clause sentences Leave spaces between words	Sequencing sentences to form short narratives Use ‘and’ to link words within sentences	Join two clauses in a sentence using the co-ordinating conjunction 'and'	Join two clauses in a sentence using the co-ordinating conjunction 'and' Use ‘and’ to link words within sentences		
NC: Word level **including punctuation**	Use a capital letter for names of people and days of the week Begin to punctuate sentences using a capital letter and full stops	Begin to punctuate sentences using a capital letter and full stop Use a capital letter for names of people, places, days of the week	Use a capital letter for names of people, places, days of the week and personal pronoun 'I'	Begin to punctuate sentences using a capital letter, full stop or exclamation mark use a capital letter for names of people, places, days of the week and personal pronoun 'I'	Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark	Review all learning

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*Whole-school unit is optional for use at start of academic year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Grammar Terminology	Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark					
NC: Spelling	Discrete spelling lessons. See **ESSENTIAL**SPELLING or school's spelling programme.. Application in writing lessons: • Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far • Regular plural noun suffixes -s or -es (for example dog, dogs; wish, wishes), including the effects of these suffixes on the end of the noun • Suffixes that can be added to verbs where no change is needed in the spelling (e.g. helping, helped, helper) • How the prefix un- changes the meaning of verbs and adjectives (for example: unkind, undoing, untied the boat) • Words containing each of the 40+ phonemes already taught, common exception words, days of the week					
NC: Handwriting	Discrete handwriting lessons. See **'Handwriting Progression Toolkit'.** Application in writing lessons: • Sit correctly at a table, holding pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these					

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Writing Purpose Language Choices and Genre Features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices	• 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					
Writing to Inform Language Choices	• 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 • Use **labels** or **captions** to show the reader something they might not know about • You could **speak to the reader directly, using 'you'** if you need to tell them or ask them to do something					
Genre Features	**Instructions:** Use **easy to follow, simple steps** or sentences for the reader to understand – these might be numbered Written in **time (or chronological) order** so that the reader acts in the correct sequence or order Sometimes includes a **list of 'things/ ingredients/ items'** that the reader will need before acting upon the instructions **Narrative:** Stories usually have a main **character** and the reader needs to understand what happens to them **Poetry:** Specific structures of poems can include **list poems**, which uses a list of words or phrases that represent a chosen topic	**Traditional tale:** Will often include **repeated phrases** May include **animal characters** that behave like humans (e.g. can talk) **Character names** will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf) Usually include **happy endings** **Recipe:** See instructions	**Narrative:** Stories usually have a main **character** and the reader needs to understand what happens to them 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 Introduce idea of fall-rise **story shape** for basic narrative structure **Recount:** Written in **simple past tense** Events are recounted in the **time order** that they happened **Poetry:** Some poems can include **rhyme**, creating a sound pattern to help the reader predict what might come next	**Narrative:** Link to **Spr1 objectives** If appropriate, **speech bubbles** let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing **Poetry:** Some poetry can be performed by using a change in volume and pitch of the voice and combining this with body actions / movement and gesture to create a mood or meaning for the audience	**Letter: Sender's address** in top-right corner & **Date** under the sender's address **Recipient's address** on left-hand side Start with '**Dear...**' or' 'To ...' **Sign off** with 'From...' or 'Love from...' (depending on how well you know your reader) **Narrative:** Link to **Spr1 objectives** **Poetry:** Poems can be written as **free verse**, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.	**Explanation:** Contains **diagrams/ illustrations** with labels May have **technical vocabulary** specific to the topic being explained Usually in **present tense** to clarify for the reader how something works at the time of writing **Stages of a process** are clearly broken down into steps to make this understandable for the reader to follow **Narrative:** Link to **Aut1 & Spring objectives**

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National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence level	A reader needs **spaces between words** so that they can understand and follow the writing A **sentence** is an idea about a person or thing (**noun**) with action, thought or feeling (**verb**) Writers can **join words together** with 'and' to make connections between things (e.g. I ate fish <u>and</u> chips) To avoid the reader becoming bored, **join sentences together** with '**and**' to create better rhythm and flow					
Word & punctuation level	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 **Capital letters** for days of the week and names of people (including characters in a story) help the reader to understand that this is a **proper noun**	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 Careful choice of **nouns** and **verbs** help the reader to create a picture in their minds Including **adjectives** to describe a noun helps the reader to create a more specific picture in their mind	As well as for names of people, we use **capital letters** for names of places as well as days of the week **Capital letters** for names of people help the reader to understand that this is a **proper noun** Writers also use a capital letter for the **personal pronoun I** because this is the name we call ourselves and the reader can't miss us!	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 Writers also use a capital letter for the **personal pronoun I** because this is the name we call ourselves and the reader can't miss us! Including **adjectives** to describe a noun helps the reader to create a more specific picture in their mind	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 is being asked something	Review of year's learning

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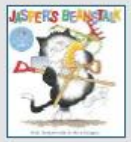
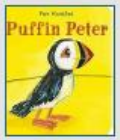
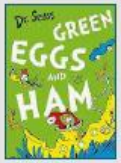
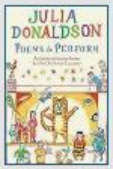
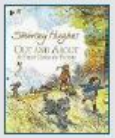
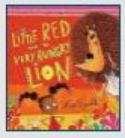
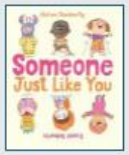
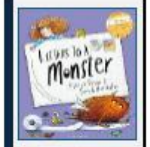
YEAR 1

	Autumn					Spring					Summer				
Core pathway	Labels, lists & captions	Narrative	Poetry: List poems	Recipes	Traditional tale	Narrative	Rules & recount	Poetry: Rhyme & Nonsense	Narrative	Poetry: Performance Poems	Letters	Poetry: Free Verse	Narrative	Explanation	Narrative
															
Alternative pathway	Labels, lists & captions							Poetry: Free verse			Letters				
															
	10 steps	10 steps	5 steps	10 steps	20 steps	10 steps	10 steps	5 steps	15 steps	10 steps	10 steps	9 steps	15 steps	10 steps	10 steps
	55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					54 steps (approx. 11 weeks)				

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