Writing Curriculum



Year 1 Writing



New Learning | Prior Learning

Know It

Year 1

Spelling	
plural	More than one noun.
singular	One noun.
prefix	A group of letters added to the **start** of words to create a new word with a different meaning.
suffix	A group of letters added to the **end** of words to create a new word with a different meaning.
syllable	A syllable sounds like a beat in a word.
compound	Two words joined together to make a new word.

Punctuation	
exclamation mark	A mark used to show surprise, urgency or emphasis.
question mark	A mark used to show a question.
finger space	A space left to separate words
full stop	A mark used to show the end of a sentence.
capital letter	An upper case letter used at the start of a sentence and for proper nouns.

Sentence Structure	
subject	Who or what is being or doing an action.
verb	A word that shows action or links to show being.
clause	A group of words that includes a subject and a verb.
independent clause	A clause with at least one subject and one verb that can make sense on its own.
phrase	A group of words without a verb.
sentence	A sentence can be made up of clauses and phrases and expresses a complete thought or idea.

Word Class	
noun	The names of people, places and things/objects.
common noun	A common noun refers to a general person, place or thing. It is not the one and only.
proper noun	A proper noun refers to the name of a specific person, place or thing. They always have a capital letter.
adjective	A word to describe a noun.
verb	A word that shows action or links to show being or happening.
conjunction	A word that links words and clauses.

Tense	
tense	A verb form which shows time.
past tense	Something which has already happened or existed.
present tense	Something which is happening or being now.

Little Wandle | Know It: Phonics | Year 1

GPCs – learn to read and write words containing:	
Review Phase 3 Au1	**ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er** words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words, words with s /z/ in the middle, words with –s /s/ /z/ at the end, words with -es /z/ at the end
Review Phase 4 Au1	**Short vowels with adjacent consonants** CVCC CCVC CCVCC CCCVC CCCVCC, longer words and compound words, words ending in suffixes: –ing, –ed , /t/, –ed, /id/, /ed/, –est **Phase 3 long vowel graphemes with adjacent consonants** CVCC CCVC CCCVC CCV CCVCC, words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est and longer words
Teach Phase 5 Au1	ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each
Teach Phase 5 Au2	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/e he /ai/ a-e shake /igh/ i-e time /oa/ o_e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw
Teach Phase 5 Sp1	/ee/y funny /e/ea head /w/wh wheel /oa/oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ui ou fruit soup
Teach Phase 5 Sp2	/ur/or word /**oo**/ u oul awful could /air/ are share /or/au aur oor al author dinosaur floor walk /ch/tch/ture match adventure /ar/al a half father /or/ a water schwa in longer words: different /o/a want /air/ ear ere bear there /ur/ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor
Teach Phase 5 Su2	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more

New Learning	Prior Learning

Tricky Words – learn to read and begin to write	
Review Phase 2 Au1	is, I, the, as, and, has, his, her, go, no, to, into, she, he, of, we, me, be
Review Phase 3 Au1	was, you, they, my, by, all, are, sure, pure
Review Phase 4 Au1	said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today
Teach Phase 5 Au2	their, people, oh, your, Mr, Mrs Ms, could, would, should, our, house, mouse, water, want
Teach Phase 5 Sp1	any, many, again, who, whole, where, two, school, call, different, thought, through, friend, work
Teach Phase 5 Sp2	once, laugh, because, eye
Teach Phase 5 Su2	busy, beautiful, pretty, hour, move, improve, parents, shoe

Teach It: Spelling

Spelling Shed

Year 1

Children are taught to spell following the Ed Shed Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling

Autumn 1

Step 1: Words ending in 'ff', 'll', 'ss', 'zz' and 'ck'
puff, fluff, bell, doll, grass, kiss, buzz, fizz, clock, back
Step 2: Words with the /k/ sound spelled 'k' and 'nk' spelling pattern
bank, honk, tank, pink, think, kit, skin, mask, kick, basket
Step 3: Words with the 'tch' trigraph
catch, fetch, kitchen, switch, hutch, witch, ditch, patch, match, batch
Step 4: Adding '-s' and '-es' to make plurals
flowers, boxes, brushes, lunches, cars, foxes, dogs, dishes, boats, churches
Step 5: Adding the suffixes '-ing' and '-ed'
looking, looked, buzzing, buzzed, jumping, jumped, helping, helped, fizzing, fizzed
Step 6: Adding the prefix 'un-' and the suffixes '-er' and '-est'
fresher, higher, unload, unhappy, hardest, unfair, quicker, darkest, undo, unlock

Autumn 2

Step 7: Compound words and words with unstressed vowels
pocket, balloon, carrot, thunder, sunset, football, playground, farmyard, bedroom, starfish
Step 8: Words with the digraphs 'ai' and 'oi'
rain, point, oil, wait, train, coin, join, paid, afraid, soil
Step 9: Words with the digraphs 'ay' and 'oy'
day, play, cowboy, enjoy, stay, toy, joy, clay, say, way
Step 10: Words with the split digraph 'a_e'
made, take, came, mistake, same, safe, awake, snowflake, rake, plate
Step 11: Words with the split digraph 'e_e'
even, complete, delete, Chinese, these, evening, eve, athlete, extreme, theme
Step 12: Words with the split digraph 'i_e'
five, ride, like, time, side, slide, spike, trike, fire, mine

Spring 1

Step 13: Words with the split digraph 'o_e'
home, those, woke, hope, hole, mole, spoke, joke, bone, phone
Step 14: Words with the split digraph 'u_e'
June, rude, tube, flume, huge, rule, use, tune, flute, plume
Step 15: Words with the digraph 'ar'
car, jar, park, arm, garden, hard, dark, stars, art, shark
Step 16: Words with the digraph 'ee'
feel, tree, green, meet, week, see, free, sheet, feet, seek
Step 17: Words where the digraph 'ea' makes an /ee/ sound
each, peach, reach, teach, lead, leaf, leap, beak, squeak, real
Step 18: Words where the digraph 'ea' makes an /e/ sound
head, bread, meant, instead, wealth, sweat, threat, spread, dead, deaf

Spring 2

Step 19: Words where the digraph 'er' is
herb, verb, her, term, person, germ, stern, perch, fern, mermaid
Step 20: Words where the digraph 'er' is
better, summer, sister, after, never, under, winter, brother, ever, river
Step 21: Words with the digraphs 'ir' and 'ur'
girl, shirt, third, bird, first, turn, hurt, burst, church, Thursday
Step 22: Words where the digraph 'oo' makes an /oo/ sound
food, pool, moon, zoo, soon, tool, boots, spoon, afternoon, boom
Step 23: Words where the digraph 'oo' makes an /u/ sound
book, cook, foot, wood, good, shook, brook, stood, took, wool
Step 24: Words where the digraphs 'oa' and 'oe' make an /oa/ sound
goes, goat, boat, dominoes, woe, toe, doe, road, soap, coat

Summer 1

Step 25: Words where the digraph 'ou' makes an /ow/ sound
out, mouth, sound, proud, shout, about, around, found, mound, count
Step 26: Words where the digraph 'ow' makes an /ow/ or /oa/ sound
down, town, frown, how, brown, own, grow, show, blow, snow
Step 27: Words ending in 'y' /ee/ and 've' /v/
very, happy, funny, party, family, give, have, love, shove, dove
Step 28: Words with the digraphs 'ue' and 'ew'
Tuesday, blue, clue, true, rescue, threw, few, drew, grew, new
Step 29: Words where the digraph 'ie' makes an /igh/ sound
lie, tie, pie, cried, tried, died, spied, fried, dried, tied
Step 30 Words where 'ie' makes an /ee/ sound
chief, thief, piece, brief, handkerchief, field, belief, priest, shield, grief

Summer 2

Step 31: Words with the trigraph 'igh'
high, night, light, bright, right, sight, tight, mighty, fright, midnight
Step 32: Words with the digraph 'or' and the trigraph 'ore'
forty, morning, north, torn, horse, more, score, before, wore, shore
Step 33: Words where the digraphs 'aw' and 'au' make an /or/ sound
saw, yawn, draw, crawl, lawn, drawn, author, autograph, August, astronaut
Step 34: Words with the trigraphs 'air' and 'ear'
air, pair, chair, fairy, hairy, ear, hear, year, near, clear
Step 35: Words where the trigraphs 'ear' and 'are' make an /air/ sound
bear, wear, pear, bare, care, scare, share, hare, mare, dare
Step 36: Words with the digraphs 'ph' and 'wh'
dolphin, phonics, alphabet, elephant, wheel, white, when, which, while, why

Teach it: Transcription and Sentence Structure

Year 1

Writing Skills

Grammar

Children should be taught to construct sentences through:

- understanding that sentences are groups of words which must contain a subject/object and a verb
- combining words to make basic sentences which include a subject/object and a verb
- adding adjectives to describe subject/object within the sentence
- joining words and clauses using and

Punctuation

- leaving spaces between words
- use of a capital letter to start a sentence
- use of a capital letter for proper nouns and personal pronoun I
- use of full stops to mark the end of a sentence
- use of exclamation marks and question marks

Handwriting

Children should use their handwriting skills to:

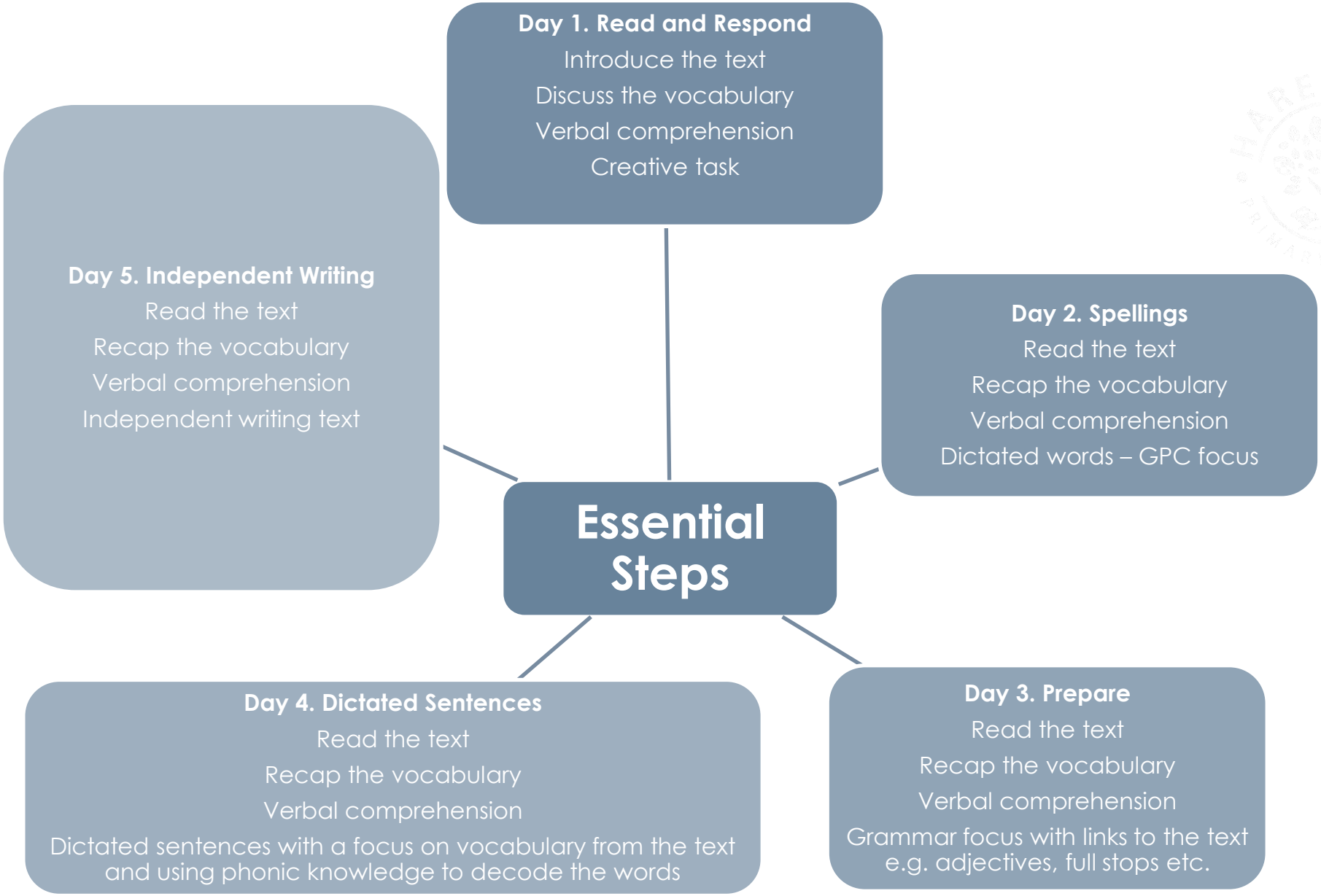
- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting family and practice these.

Ensure that the needs of left-handed children are considered.

Our curriculum is supplemented through the use of Vocabulary Ninja SPAG starters. Through this scheme, Year 1 children are taught:

Week 1 Capital letters at the start of sentences	**Week 2** CL at beginning and FS at end of sentence (not including names or I)	**Week 3** Capital letters for names	**Week 4** Mixture of previous 3 weeks	**Week 5** Combine words to make sentences	**Week 6** Capital letters for days of the week
Week 7 Joining words with and	**Week 8** Mixture of previous 3 weeks	**Week 9** Question marks for questions	**Week 10** Identify nouns	**Week 11** Adding s for plurals	**Week 12** Mixture of previous 3 weeks
Week 13 Adding suffixes where no change is needed (ing)	**Week 14** Capital letters for months of the year	**Week 15** Adding es for plurals	**Week 16** Mixture of previous 3 weeks	**Week 17** Adding suffixes where no change is needed (ed)	**Week 18** Exclamation marks and question marks
Week 19 Combine words to make question	**Week 20** Mixture of previous 3 weeks	**Week 21** Adding suffixes where no change is needed (er)	**Week 22** Adding s or es for plurals	**Week 23** Capital letters for I and names	**Week 24** Mixture of previous 3 weeks
Week 25 CL and FS (including names)	**Week 26** Add un to change meaning of verbs	**Week 27** Separate words with spaces	**Week 28** Mixture of previous 3 weeks	**Week 29** CL and FS (including days and months CL and FS (including days and months CL and FS (including days and months	**Week 30** Joining clauses using and
Week 31 Add un to change meaning of words	**Week 32** Mixture of previous 3 weeks	**Week 33** Capital letters (including names, I, days and months)	**Week 34** FS ? or !	**Week 35** Adding suffixes where no change is needed (ing, ed, er)	**Week 36** Mixture of previous 3 weeks

What writing looks like in Year 1



Teach it: Early Writing

Year 1

Whole Class Teaching of English in Year 1 should include:

- Daily phonics
- Daily spelling
- Regular handwriting instruction (at least four times per week)
- Daily shared reading of quality texts
- Daily opportunities to practise composition through oral activities
- Regular writing opportunities linked to quality texts
- Regular vocabulary instruction linked to shared texts and topics

A Model Sequence Of Guided And Independent Teaching And Learning Opportunities

Pupils should have opportunities to complete guided writing sessions with an adult as part of a small group, as well as completing pieces of independent writing matched to their phonic code knowledge. This can be adapted according to the needs of pupils using the approaches below.

Emerging Writers
Guided/Support Work

Clear focus on correct letter formation, use of basic punctuation and secure spelling.

- Word build within the taught phonics code
- Write simple dictated sentences within the taught phonics code
- Re-read their work for sense and accuracy

Orally compose their own sentences for an adult to scribe.

Developing Writers
Guided/Support Work

Clear focus on correct letter formation, use of basic punctuation and secure spelling.

- Word build within the taught phonics code
- Write longer dictated sentences within the taught phonics code
- Re-read their work for sense and accuracy

Orally compose their own sentences before writing, with adult support.

Secure Writers
Guided/Support Work

Clear focus on correct letter formation, use of basic punctuation and secure spelling.

- Orally compose sentences with a focus on developing vocabulary choices
- Write for different purposes showing an awareness of the reader
- Re-read their work for sense and accuracy

Independent Work

- Write a longer series of sentences in independent pieces using phonetically plausible code knowledge to spell unfamiliar words.

Apply It: Suggested Short Narratives for Secure Writers

Year 1

Descriptive Writing	Recounts of Events	Retell of a Story (Section)
Children learn to describe objects, characters and settings linked to books or topics.	Children learn to recount real and imagined events, inked to experiences or books they have read.	Children learn to retell stories orally and practise writing sections of these, following lots of exposure to the story.
Through modelling, the children are encouraged to: • Use adjectives after the noun to describe what can be seen • Use other sensory descriptions • Use subject-specific language as appropriate • Use the conjunction 'and' to link words and clauses	**Through modelling, the children are encouraged to:** • State how an event has made them feel • Sequence events in chronological order • Use adjectives to describe • Use the conjunction 'and' to link words and clauses • Use exclamatory sentences (e.g. to sum up the day) • Use the past tense	**Through modelling, the children are encouraged to:** • Sequence events within their retell. • Use adjectives to describe • Use the conjunction 'and' to link words and clauses • Use the present or past tense appropriately • Use patterned language from the text or known story language

Apply It: Suggested Short Narratives for Secure Writers

Year 1

Poetry	Information	Simple Instructions	Postcards
Children learn to write a riddle.	Children learn to write factually, linking to familiar books, wider curriculum topics or imagined creations.	Children learn to write instructional sentences through practical experiences and imagined opportunities.	Children learn to write postcards linked to a recount of a real event or to a story.
Through modelling, the children are encouraged to: • Use of adjectives after the noun. • Use of 'and' to extend ideas. • Use of question marks.	**Through modelling, the children are encouraged to:** • Use the present tense • Use subject-specific vocabulary • Use capital letters for proper nouns • Use adjectives to provide more factual detail • Use the conjunction 'and' to link words and clauses	**Through modelling, the children are encouraged to:** • Write in sequential order • Use numbered steps • Use imperative verbs • Use subject-specific vocabulary • Use the conjunction 'and' to link words and clauses	**Through modelling, the children are encouraged to:** • Begin with a welcome greeting • Use nouns to refer to people and places • Use adjectives to describe • Use past tense • Use the conjunction 'and' to link ideas or information • Include a closing statement

Curriculum Endpoints — Year 1

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 1 should enable children to:

	Autumn	Spring	Summer
Transcription	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.	Represent each phoneme with a phonetically plausible grapheme using the GPCs taught so far.
	Spell some Year 1 common exception words correctly.	Spell many Year 1 common exception words correctly.	Spell most Year 1 common exception words correctly.
	Use the correct spelling of taught suffixes (-s, -es)	Use the correct spelling of taught suffixes (-s, -es, -ing, -ed)	Use the correct spelling of taught suffixes (-s, -es, -ed, -ing, -er, -est).
	Form most lower case letters with correct starting point, sequence of movement and orientation.	Form many lower case letters with correct starting point, sequence of movement and orientation.	Form most lower case letters with correct starting point, sequence of movement and orientation.
	Form some capital letters with correct starting point, sequence of movement and orientation.	Form many capital letters with correct starting point, sequence of movement and orientation.	Form most capital letters with correct starting point, sequence of movement and orientation.
	Group letters in most words without spaces between graphemes.	Group letters into words without spaces between graphemes.	Group letters into words without spaces between graphemes.
	Leave spaces between most words in a caption or sentence.	Leave spaces between most words when writing more than one sentence.	Leave spaces between words within writing.
	Position some letters on the line correctly with some descenders going underneath.	Position many letters on the line correctly with many descenders going underneath.	Position most letters on the line correctly with descenders always going underneath.
	Re-read words to check that they contain all the sounds.	Re-read words to check that they contain all the sounds.	Re-read words to check that they contain all the sounds.
Sentence Structure	Begin to use a capital letter for the pronoun 'I'.	Use a capital letter for the pronoun 'I' with only occasional error.	Use a capital letter for the pronoun 'I'.
	Punctuate some sentences with a capital letter.	Use a capital letter for some proper nouns.	Use a capital letter for many proper nouns.
	Punctuate some sentences with a full stop.	Punctuate many sentences with a capital letter.	Punctuate most sentences with a capital letter within a short series of sentences.
	Begin to use the simple present tense.	Punctuate many sentences with a full stop.	Punctuate most sentences with a full stop within a short series of sentences.
	Begin to use the simple past tense.	Use the co-ordinating conjunction 'and' to join words.	Use the co-ordinating conjunction 'and' to join words.
	Re-read sentences to check that they include all the words needed for them to make sense.	Use the simple present tense with increasing accuracy.	Use the co-ordinating conjunction 'and' to join clauses.
		Use the simple past tense with increasing accuracy.	Use the simple present tense mostly correctly.
		Use some adjectives after the noun.	Use the simple past tense mostly correctly.
		Re-read sentences to check that they include all the words needed for them to make sense.	Use adjectives after the noun.
			Re-read sentences to check that they include all the words needed for them to make sense.
Composition	Compose, rehearse and write one or more single-clause sentences following teacher modelling.	Compose, rehearse and write a short series of single-clause sentences, using more of their own ideas.	Compose, rehearse and write a series of meaningful sentences.
	Write one or more sentences for different purposes.	Write a short series of sentences for different purposes.	Write a series of sentences for different purposes.

Support For Children Not Working At ARE

Year 1

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:

- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code

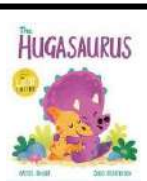
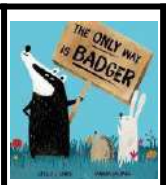
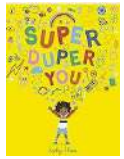
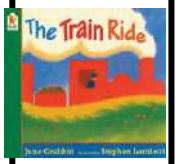
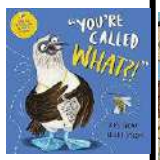
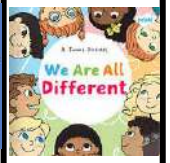
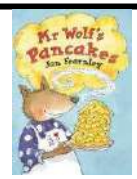
Segmenting dictated words to write a sentence, using the taught phonic code	Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code

These can be tracked back further to meet the needs of the individual child.

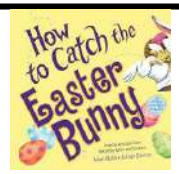
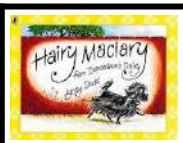
Long Term Plan

Year 1

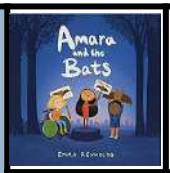
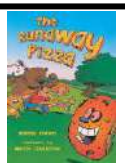
Autumn

												
Hugasaurus	The Only Way is Badger	Super Duper You Sophy Henn	Bear Hunt	Train Ride	A Walk in the Woods	You're Called What? Kes Gray & Nikki Dyson	We are all different	You Can't Take an Elephant on a bus?	The Messy Magpie	Mr Wolf's Pancakes	The Storm Whale Benji Davies	Stick Man

Spring

										
Little Red Bethan Woolvin	The Day the Crayons Quit	A Dark, dark tale Ruth Brown	Wolves James MacLaine	There's a Rang-Tan in My Bedroom	The Carrot Club	The Three Little Pigs Axel Scheffler How to make your house wolf proof Grammarsaurus	The Tiger who came to tea	How to Catch the Easter Bunny	Hairy Maclary	Gaspard the Fox

Summer

												
Amara and the Bats Emma Reynold	The Detective Dog Julia Donaldson	Oi Frog! Kes Gray	Somebody Swallowed Stanley Sarah Roberts	The Tear Thief	The Journey home Frann Preston-Gannon	The Runaway Pizza	How to find gold Viviane Schwarz	Bee and Me	Coming to England Floella Benjamin	A bottle of happiness	Islandborn Junot Díaz	Incredible You

Autumn Term | Provision Map | Year 1

Autumn 1

Overall Purpose	To entertain - Descriptive writing				To inform - Information		
Stimulus	**Hugasaurus**	**The Only Way is Badger**	**Super Duper You**	**We're Going on a Bear hunt**	**Train Ride**	**A Walk in the Woods**	**You're Called What**
Writing Endpoints	• **Application of phonics to write simple captions/sentences, many dictated** • **Focus on accurate letter formation and word spacing.** • **Begin to use a capital letter for the pronoun 'I'.**				• **Application of phonics to write simple captions/sentences, many dictated.** • **Focus on accurate letter formation and word spacing.** • **Begin to use a capital letter for the pronoun 'I'.**		
Writing Outcome	Describe a dinosaur of their choice.	Write a series of captions or sentences to describe the different animals.	Write a series of captions or sentences to describe themselves.	Write a sentence about what they can see on the treasure hunt.	Write a sentence to describe the journey.	Write a series of captions or sentences to describe aspects of the shared story	Write captions/basic sentences to give information about the animals in the text. *I am red.* *I am big.*

Autumn 2

Overall Purpose	To entertain - Descriptive writing			To inform - Recount of events		
Stimulus	**We are all Different**	**You Can't Take an Elephant on the Bus**	**The Messy Magpie**	**Mr Wolfs pancakes**	**The Storm Whale**	**Stickman**
Writing Endpoints	• **Punctuate some sentences with a capital letter.** • **Punctuate some sentences with a full stop.** • **Begin to use the simple present tense.**			• **Punctuate some sentences with a capital letter.** • **Punctuate some sentences with a full stop.** • **Begin to use the simple past tense.**		
Writing Outcome	*Write sentences to describe themselves.*	Write a series of captions or sentences to describe aspects of the shared story *You can not take a bee on the bus.*	Describe some of the items that belong to the magpie. Write sentences about their strengths	Write instructions for making pancakes	Write a series of captions or sentences to describe aspects of the shared story	Recount stickman's journey

Spring Term | Provision Map | Year 1

Spring 1

Overall Purpose	**To entertain – Descriptive writing**			**To inform - Information**		
Stimulus	**Little Red**	**The Day the Crayons Quit**	**A Dark, Dark Tale**	**Wolves**	**There's a Rang-Tan in My Bedroom**	**The Carrot Club**
Writing Endpoints	• **Use a capital letter for some proper nouns.** • **Use some adjectives after the noun.** • **Punctuate many sentences with a capital letter.** • **Punctuate many sentences with a full stop.** • **Leave spaces between most words when writing more than one sentence.**			• **Use some adjectives after the noun.** • **Use the co-ordinating conjunction 'and' to join words.** • **Punctuate many sentences with a capital letter.** • **Punctuate many sentences with a full stop.** • **Leave spaces between most words when writing more than one sentence.**		
Writing Outcome	Write a series of descriptive sentences about the three main characters.	Write sentences to describe the crayons emotions	Write a series of descriptive simple sentences linked to a dark journey.	Write a series of informative sentences to describe wolves using pictures and information from text.	Write simple facts about what is happening to the rainforest.	Write a series of informative sentences to describe vegetables using pictures and information from text.

Spring 2

Overall Purpose	**To inform – Simple instructions**			**To entertain – Descriptive writing**	
Stimulus	**The Three Little Pigs** (Grammarsaurus – How to make your house wolf-proof)	**The Tiger Who Came to Tea**	**How to Catch the Easter Bunny**	**Hairy Maclary**	**Gaspard the Fox**
Writing Endpoints	• **Use the co-ordinating conjunction 'and' to join words.** • **Punctuate many sentences with a capital letter.** • **Punctuate many sentences with a full stop.** • **Use the simple past or present tense with increasing accuracy.**			• **Use some adjectives after the noun.** • **Use the co-ordinating conjunction 'and' to join words.** • **Punctuate many sentences with a capital letter.** • **Punctuate many sentences with a full stop.** • **Use the simple past or present tense with increasing accuracy.**	
Writing Outcome	Write a sequence of simple instructional sentences linked to How to make your house wolf-proof.	Write instructions to make a jam sandwich for the tiger.	Instructions how to catch the Easter Bunny	Create a missing poster for Hairy Maclary.	Write a tasty menu for Gaspard the Fox.

Summer Term | Provision Map | Year 1

Summer 1

Overall Purpose	To inform – Information		To entertain – Poetry			To entertain – Retell a story	
Stimulus	**Amara and the Bats** (Grammarsaurus – Nocturnal Animals)	**The Detective Dog**	**Oi Frog!**	**Somebody Swallowed Stanley**	**The Tear Thief**	**The Journey Home**	**The Runaway Pizza**
Writing Endpoints	• **Punctuate most sentences with a capital letter within a short series of sentences.** • **Punctuate most sentences with a full stop within a short series of sentences.** • **Use the co-ordinating conjunction 'and' to join words.** • **Use the simple present tense mostly correctly.** • **Use adjectives after the noun.**		• **Use a capital letter for the pronoun 'I'.** • **Use the co-ordinating conjunction 'and' to join words.** • **Use the simple present tense mostly correctly.** • **Use adjectives after the noun.**			• **Use the co-ordinating conjunction 'and' to join clauses.** • **Use the simple past tense mostly correctly.** • **Use adjectives after the noun.**	
Writing Outcome	Write a series of information sentences based on bats.	Write a series of information sentences about dogs who help us	Write simple rhyme structures to match 'Oi frog sit on a log!'	Who am I? Write riddle style sentences about one or more of the ocean creatures who swallow Stanley.	Write a riddle poem about the different tears	Recount Polar Bear's adventure to find a new home.	Recount the story

Summer 2

Overall Purpose	To inform - Simple instructions		To inform – Recount of events			To inform - Postcards	
Stimulus	**How to Find Gold**	**Bee and Me**	**Coming to England**	**A Bottle Of Happiness**		**Islandborn**	**Incredible You**
Writing Endpoints	• **Use the co-ordinating conjunction 'and' to join clauses.** • **Use the simple present tense mostly correctly.** • **Punctuate most sentences with a capital letter within a short series of sentences.** • **Punctuate most sentences with a full stop within a short series of sentences.**		• **Use a capital letter for many proper nouns.** • **Use the co-ordinating conjunction 'and' to join clauses.** • **Use the simple past tense mostly correctly.**			• **Use a capital letter for the pronoun 'I'.** • **Use a capital letter for many proper nouns.** • **Use the simple past tense mostly correctly.** • **Use adjectives after the noun.**	
Writing Outcome	Write a series of instructional sentences to help someone to find treasure.	Write sentences to sequence the life cycle of a bee.	Write a simple recount from Floella's point of view to explain her journey to England.	Recount events from the story.		Write a postcard of their class trip to Saltburn.	Write a postcard about themselves for their new class teacher.