

Year 1 Writing Overview

Year 1 Au1	TOY BOX The Dot - Peter Reynolds Old Bear, Little Bear Lost, Jolly Tall - Jane Hissey Creates a one week weather diary for the morning and afternoon (carefully chosen week req for variety) Records sentences recounting visitors to class and their toys. Pumpkin Soup - Helen Cooper	Throughout - Learn to spell CEW and practise Regular noun suffixes -s or -es. Writing strings of simple sentences about their 'dots', toys and bears. Grammar teaching: Leaving finger spaces between words. Starting sentences with CL and ending with FS. Using simple adjectives for size and colour. <i>E.g My dot is red. Teddy has black fur.</i> Write days of the week to describe where 'bear' is each day. Grammar teaching: Leaving finger spaces between words. Starting sentences with CL and ending with FS. Using CL for days of the week and names. <i>E.g On Monday the bear was on the steps.</i> Describes where 'bear' is in the world and what it feels like. Grammar teaching: Leaving finger spaces between words. Starting sentences with CL and ending with FS. Using CL for place names. Using simple adjectives for size and colour. Use of and as a conjunction to join ideas and create variety in the sentence structure. <i>E.g Teddy is in the North Pole. The North Pole is cold and snowy.</i> Record sentences about the weather on each day, using 'and' and simple adjectives where appropriate. Grammar teaching: Leaving finger spaces between words. Starting sentences with CL and ending with FS. Using CL for days of the week and names. Using simple adjectives for size and colour. Use of and as a conjunction to join ideas and create variety in the sentence structure. <i>E.g It is hot and sunny this morning.</i> Grammar teaching: Leaving finger spaces between words. Starting sentences with CL and ending with FS. Using simple adjectives for size and colour. MAIN: Write simple sentences to instruct or recount the making of soup, starting with I, ensuring they can read their own writing back to the adult. <i>-E.g I stirred the pot. Then I put in the salt.</i> Records sentences recounting visitors to class and their toys Grammar teaching: Leaving finger spaces between words. Starting sentences with CL and ending with FS. Using simple adjectives for size and colour.		Paddington - Michael Bond
-----------------------	--	---	--	----------------------------------

	The Enormous Turnip	<i>E.g Miss Lewis has a pink toy car. Mrs Griggs has an old ragdoll. Mrs Smith has a fluffy teddy bear.</i> Grammar teaching: Leaving finger spaces between words. Starting sentences with CL and ending with FS. Using simple adjectives for size and colour. Begin to use 'and' and 'but' to link sentences. MAIN: Use pictures from the book - stuck in books with sentences describing the part of the story underneath. Learn the story of the Enormous Turnip - sequence events in the story. Rewrite the story in its simplest form. <i>E.g Once upon a time an old man tried to pull up a turnip but he could not do it. The old man asked a lady for help and they pulled and pulled but they needed more help. They asked a little girl and a little boy and they pulled and pulled but they still needed help. They asked a brown dog and a black cat and a grey mouse. They all pulled and then the turnip came up and they all shared it for dinner.</i>		
Year 1 Au2	The Winter Picnic - Jane Hissey That's Not My Polar Bear - Fiona Watt Lost and Found - Oliver Jeffers Monty the Penguin John Lewis advert The Toys' Christmas - Genevieve Godabout Dear Santa - Rod Campbell	Throughout - Learn to spell CEW and practise Regular noun suffixes -s or -es. Create simple sentences to explain what you might need for a winter picnic based on the items Old Bear takes from The Winter Picnic Story. Grammar teaching: Sentences begin with a CL. Capitalise I as a pronoun. Sentences end with a FS. Leaving finger spaces between words. Ensure children can read their own writing back to the adult. Using simple adjectives for texture, temperature, size and colour. Use of and as a conjunction to join ideas and create variety in the sentence structure. <i>E.g I will need a blanket and hot soup.</i> Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaving finger spaces between words. Ensure children can read their own writing back to the adult. Using simple adjectives for texture, temperature, size and colour. MAIN: Create a 'That's not my...' book with a series of simple sentences describing why an animal or toy is not theirs. <i>E.g That is not my dolly it is too big. That is not my dolly it is too shiny.</i> Grammar teaching: Capitalise I as a pronoun. Use of and as a conjunction to join ideas and create variety in the sentence structure. MAIN: Watch the John Lewis clip and write sentences about where they are taking or would take their penguin and what they would do there. <i>E.g I will take my penguin to the zoo and he can visit his friends. I will take my penguin to the park to play on the swings and slide.</i>		Looking After Planet Earth - Chitra Soundar The Night Before Christmas - Clement Clarke Moore

		Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaving finger spaces between words. Ensure children can read their own writing back to the adult. Using simple adjectives for texture, temperature, size and colour. Use of and as a conjunction to join ideas and create variety in the sentence structure. Capitalise I as a pronoun MAIN: Listen to The Toy's Christmas and discuss what toy you think your favourite toy (or person) would pick for you. Show a variety of wrapped up gifts and children write simple sentences to describe a wrapped up gift - what it looks, feels, sounds like plus a prediction of what it might be. <i>.E.g The present is square and red. The present is big and shiny. I think the present is a book.</i> Grammar teaching: Using simple adjectives for texture, temperature, size and colour. Capitalise I as a pronoun. Use of and as a conjunction to join ideas and create variety in the sentence structure. Using a capital letter for names. MAIN: Retelling 'Dear Santa' using simple sentences linked with 'and' or 'so' <i>E.g I wrote to Santa to send me something at Christmas and he sent me a car and a game and a red dress and some sweets.</i>		
Year 1 Sp1	OUR TOWN, OUR COUNTRY LP,BD - King Charles- Maria Sanchez Vegara The Boy Who Would Be King - Michael Morpurgo LP,BD -Queen Elizabeth 2- Maria Sanchez Vegara	ALSO - Learn throughout to spell CEW and practises Regular noun suffixes -s or -es. Understand terms -singular and plural. Practices using suffixes that can be added to verbs and adjectives eg -ed, -ing, -er. Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaves finger spaces between words. Use of and as a conjunction to join ideas and create variety in the sentence structure. Uses simple adjectives for texture, temperature, size and colour. MAIN: Writing sentences to describe King Charles and Queen Elizabeth II. Specifically about their home and where they live/d - link to geography work on Our Country. Ensure children can read their own writing back to the adult. <i>E.g The King is Charles III. He is 75 years old and lives in Buckingham Palace. He loves the buzzy bees and likes planting colourful flowers.</i> Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaves finger spaces between words. Uses simple adjectives for texture, temperature, size and colour. MAIN: Create a list of rules for if they were King or Queen. <i>E.g If I was King I would give everyone a lovely house. If I was King I would have lots of brown horses and small dogs. My garden would be filled with coloured plants.</i> Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaves finger spaces between words. Uses simple adjectives for texture, temperature, size and colour.		The Kindest Red - I. Muhammad

	Our Tower - Joseph Coelho Two Places to Call Home - Phillip Earle The Monkey Puzzle - Julia Donaldson	MAIN: Writing to describe - 'my dream palace' or their real home. <i>E.g My dream palace has ten purple rooms. It has a room for games and a bouncy castle room and a blue swimming pool. There are big stables for all the fancy horses an the garden has swings and slides.</i> Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaves finger spaces between words. Uses simple adjectives for texture, temperature, size and colour. Capitalises I as a pronoun. Introduce use of a question mark MAIN: Read The Monkey Puzzle and create a riddle for an animal so that they are covering the animal groups they are learning about in wider curriculum - link to science. <i>E.g I am long and wiggly. I am pink and thin. I live in the hard ground. What am I ? I am a worm. I have stripes and fur. I am orange and black. I can roar and bite. What am I? I am a tiger.</i>		
Year 1 Sp2	Leaf Man - Lois Ehlert Portsea, Pounds and Potatoes -Izzy Lewis Bene Bun Bake and Write up	Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Begin to use a question mark to demarcate a question. Leaves finger spaces between words. Use of and as a conjunction to join ideas and create variety in the sentence structure. Uses simple adjectives for texture, temperature, size and colour. MAIN: Make their own leafman and then write a missing poster describing him. <i>E.g Have you seen this leafman? He has a red pointy head and a brown crunchy body. He has big acorn eyes and spiky orange hair.</i> Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaves finger spaces between words. Use of and as a conjunction to join ideas and create variety in the sentence structure. Uses simple adjectives for texture, temperature, size and colour MAIN: Writing a postcard to his leaf family describing where the leafman has been. Give children list of pictures to show where leafman blew and children to write postcard for one or more. <i>E.g Dear Leaf Family, The wind has blown me into the park. I can see a blue and yellow tall climbing frame. There is a shiny green roundabout and lots of noisy children.</i> Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaves finger spaces between words. Use of and as a conjunction to join ideas and create variety in the sentence structure. MAIN: Write new version of the story of the Leaf Man linked to local area. <i>E.g Leaf Man blew around. He blew past St George's school and the green field. Then Leaf Man blew past the church and the shops.</i> Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaves finger spaces between		The Hat Full of Secrets - Karl Newson

		words. Use of and as a conjunction to join ideas and create variety in the sentence structure. MAIN: Fact file John Pounds after hot seating. <i>E.g John Pounds lived in Portsea. John Pounds wanted to work in the dockyard and with ships. He helped the poor by teaching them to read and to write and by making sure they had food to eat.</i> Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaves finger spaces between words. Can order events and incidents using first, then, next, after that, finally in an appropriate sequence. MAIN: Celebrate Bene Bun Day - Children make and eat a Bene Bun and record how to make a Bene bun as a set of simple instructions using First, then, next, finally to order sentences. <i>E.g First mix the dry ingredients. Then stir in the wet ingredients. Next add the purple raisins. Finally roll into balls and bake.</i> Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaves finger spaces between words. Use of and as a conjunction to join ideas and create variety in the sentence structure. Uses simple adjectives for texture, temperature, size and colour. MAIN: Children are given a Bene Bun as per historical Portsea offer and describe the look, smell and taste of the bun. <i>E.g My Bene Bun is round and shiny with raisins on. It smells like bread. It tastes sweet and fruity.</i> Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaves finger spaces between words. Use of and as a conjunction to join ideas and create variety in the sentence structure. Uses simple adjectives for texture, temperature, size and colour. MAIN: Children to write an invitation to their parent or brother/sister from another class to join them for a Bene Bun party where they will be able to have a bene bun and a drink. <i>If time write a Thank you note to someone who did attend.</i> <i>E.g Dear Mum. Please come to our Bun Day party. We have made sweet and sticky buns for you. We will also make orange squash. The party will start at 2 o'clock in Penguin class. I hope you can come.</i>		
Year 1 Su1	OH I DO LIKE TO BE BESIDE THE SEASIDE The Rainbow Fish - Marcus Pfister	Grammar teaching: Use of and / but as a conjunction to join ideas and create variety in the sentence structure. Use simple adjectives for texture, temperature, size and colour MAIN: Character description of Rainbow Fish. <i>E.g Rainbow fish has colourful scales and blue fins. Rainbow fish is unkind but then he shares. Rainbow fish has lots of friends.</i> Children discuss Acts of Kindness and record theirs themed around Rainbow Fish's scale - <i>E.g 'I would give my scale to ...'</i>		Molly Rogers to the Rescue - Cornelia Funke The Whale Song - Sheldon and Blythe

	The Lighthouse Keepers Lunch - David Armitage The Storm Whale - Benji Davies	Grammar teaching: Use of and as a conjunction to join ideas and create variety in the sentence structure. Uses simple adjectives for texture, temperature, size and colour MAIN: Design own fish or sea creature and write a character description based on Rainbow fish - cannot be a rainbow fish. <i>E.g Glitter fish has shiny fins. Glitter fish has red scales and pink scales and gold scales. Glitter fish is shiny. He is happy and he has a glittery smile on his face.</i> Grammar teaching: Can order events and incidents using first, then, next, after that, finally in an appropriate sequence. Use of and as a conjunction to join ideas and create variety in the sentence structure. Uses simple adjectives for texture, temperature, size and colour. Uses appropriate pronouns for he/his/him they/theirs she/her/hers I/me/my. MAIN: Sequence events in the story. Rewrite the story of Rainbow fish over time changing the protagonist or villain. <i>E.g Once there lived a beautiful turtle called Sparkle Turtle. His shell was covered in lovely sparkling stones. All the other turtles wanted to play with him but he just said no and swam away. Then one day Sparkle Turtle met an eel in the deep water. The eel told him that to make friends he should share his sparkly stones. After than Sparkle Turtle went off to find the other turtles and when a little turtle asked for a stone he said yes and gave him one. Sparkle Turtle gave a stone to every turtle he met so they all had one each and then they play happily in the water. Finally Sparkle Turtle saw the eel again and he thanked him for teaching him how to share and helping him make friends.</i> Grammar teaching: Use of and as a conjunction to join ideas and create variety in the sentence structure. Capitalises I as a pronoun. Uses simple adjectives for texture, temperature, size and colour MAIN: Lighthouse Keepers Lunch - Children describe their own packed lunches - What I would have in my lunch. <i>E.g I would like a delicious cheese roll and some crunchy crisps and a big juicy apple for my lunch.</i> Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaves finger spaces between words. Can order events and incidents using first, then, next, after that, finally in an appropriate sequence MAIN: Making a sandwich and recording the instructions to do this. <i>E.g First get the bread. Then spread the butter on the bread. Next add the cheese slices and the tomato. Finally cut the sandwich and put it in the basket.</i> Grammar teaching: Sentences begin with a CL. Sentences end with a FS. Leaves finger spaces between words. Using question marks at the end of a question.		
--	--	--	--	--

		Writing to the Lighthouse Keeper with other ideas for keeping lunch safely. Discuss how LHK may be feeling. What questions might we like to ask? <i>What happened to your lunch?</i> <i>What is your favourite thing to have for lunch?</i> <i>Do you have the same lunch everyday?</i> MAIN: Write a sorry card to the Lighthouse Keeper - Focus on layout and questions. With support can set out a simple letter and address an envelope. <i>E.g Dear LHK</i> <i>How are you feeling? I heard about your lunch and the naughty seagulls. It sounded horrible. I hope they don't steal your lunch again. My name is XYZ and I think you could keep your lunch safe from the seagulls by...</i> <i>From XYZ</i> Grammar teaching: Use of and as a conjunction to join ideas and create variety in the sentence structure. Uses simple adjectives for texture, temperature, size and colour. Uses appropriate pronouns for he/his/him they/theirs she/her/hers I/me/my. MAIN: Listen to The Storm Whale book and create a character description/profile for Noi. <i>E.g Noi is a little boy. He wears a blue and white striped top and trousers and he wears a black hat. Noi lives with his dad by the sea. He has a yellow rain coat and hat. Noi is lonely but happy when he finds the whale. He is good at keeping secrets when he hides the whale in the bath.</i> ALSO Suffixes that can be added to verbs and adjectives eg -ed, -ing, -er. ALSO Prefix -un. How it changes the meaning of verbs and adjectives. Ensure children can read their own writing back to the adult.		
Year 1 Su2	Someone swallowed Stanley - Sarah Roberts Clem and Crab - Fiona Lumbers Little Turtle and The Sea - Becky Davies	Grammar teaching Demarcating sentences with CL and FS. Use of and so because as a conjunction to join ideas and create variety in the sentence structure. Support and prompts may be required. MAIN: Make a KWL grid about what children already know about the oceans and plastic, what they want to know and then complete the What they have learned later. Then spend the first week getting to know all four of the books listed. Using the writing time to practise and secure writing using all known GPC and CEW. Using the KWL, create linked sentences about keeping the sea clean. <i>E.g The sea has lots of horrible plastic in it. When we use plastic we should recycle it because crabs can get trapped in plastic pots like in the story. Please recycle your plastic bottle and don't throw it in the sea, there are bins on beaches so your rubbish can go in there.</i> Grammar teaching: Rehearse early editing skills - ensuring they can read their own writing back to you. MAIN: Write a basic three part narrative about someone who finds plastic on the beach based on one of		

