

**ENGLISH WRITING OVERVIEW YEAR 1**

Autumn		Spring		Summer	
Homes		Our School		Hot and Cold	
<p><b>Focus on building skills:</b> <i>Phonics, handwriting, hold a sentence, write a sentence, spelling, rhyming, re-ordering words to make sentences, red word games etc</i></p> <p><b>Complete Get Writing Books to match phonic level</b></p> <p><b>Poetry:</b> Playground rhymes and nursery rhymes – Learn by heart <b>Core Text:</b> The 3 little Pigs <b>Outcome:</b> Storyboards with captions/sentences Wanted poster for the wolf</p>	<p><b>Traditional Tales:</b> Jack and the Beanstalk, Hansel and Gretel, Pied Piper <b>Outcome:</b></p> <ul style="list-style-type: none"> <li>- Sequencing on storyboard</li> <li>- Captions and labels</li> <li>- Emails/texts</li> <li>- Letter</li> <li>- Sentences to match pictures</li> </ul>	<p><b>Core Text:</b> Beegu <b>Outcome:</b> Postcards/Letters Recount (feelings and what’s happened)</p> <p><b>Poetry:</b> poet study Julia Donaldson</p>	<p><b>Core Text:</b> Grandad’s Island <b>Outcome:</b> Setting description</p> <p><b>Core Text:</b> Lost and Found <b>Outcome:</b> Narrative retelling</p>	<p><b>Core Text:</b> Mr Wolf’s Pancakes <b>Outcome:</b> Instructions</p>	<p><b>Penguins</b> (Emily Bone and Nat Geog) <b>Penguins</b> (Tristan Walters) <b>Outcome:</b> Fact file of penguins</p> <p><b>Performance Poetry:</b> What we found at the Seaside (Kate Williams)</p>
<p><b>Cohesion</b></p> <p>Organise ideas appropriately (depending on the text type) e.g. sequence events in a recount, list of material and sequenced instructions</p> <p>Write sequenced sentences to form a short narrative</p> <p>Write sequenced sentences to form a short narrative</p> <p>Write relevant sentences under given sub-headings</p>	<p>Organise ideas appropriately (depending on the text type) e.g. sequence events in a recount, list of material and sequenced instructions</p> <p>Write sequenced sentences to form a short narrative</p>	<p>Organise ideas appropriately (depending on the text type) e.g. sequence events in a recount, list of material and sequenced instructions</p> <p>Write sequenced sentences to form a short narrative</p>	<p>Organise ideas appropriately (depending on the text type) e.g. sequence events in a recount, list of material and sequenced instructions</p> <p>Write sequenced sentences to form a short narrative</p>	<p>Organise ideas appropriately (depending on the text type) e.g. sequence events in a recount, list of material and sequenced instructions</p> <p>Write relevant sentences under given sub-headings</p>	<p>Organise ideas appropriately (depending on the text type) e.g. sequence events in a recount, list of material and sequenced instructions</p> <p>Write sequenced sentences to form a short narrative</p> <p>Write relevant sentences under given sub-headings</p> <p>Use bullet points when guided by the teacher</p>
<p><b>Sentence structure</b></p> <p>Join words using “and”</p>	<p>Join words using “and”</p> <p>Use the coordinating conjunction “and” to join clauses to create compound sentences</p>	<p>Join words using “and”</p> <p>Use the coordinating conjunction “and” to join clauses to create compound sentences</p> <p>Include some variation in the way sentences start</p>	<p>Join words using “and”</p> <p>Use the coordinating conjunction “and” to join clauses to create compound sentences</p> <p>Include some variation in the way sentences start</p>	<p>Join words using “and”</p> <p>Use the coordinating conjunction “and” to join clauses to create compound sentences</p> <p>Include some variation in the way sentences start</p>	<p>Join words using “and”</p> <p>Use the coordinating conjunction “and” to join clauses to create compound sentences</p> <p>Include some variation in the way sentences start</p>

<p><b>Composition and Effect</b></p> <p>Choose words and phrases appropriate to the task and topic</p> <p>Use adjectives in labels, captions and sentences</p> <p>Use a range of verbs to add detail</p>	<p>Choose words and phrases appropriate to the task and topic</p> <p>Use adjectives in labels, captions and sentences</p> <p>Use a range of verbs to add detail</p>	<p>Choose words and phrases appropriate to the task and topic</p> <p>Use adjectives in labels, captions and sentences</p> <p>Use a range of verbs to add detail</p>	<p>Choose words and phrases appropriate to the task and topic</p> <p>Use adjectives in labels, captions and sentences</p> <p>Use a range of verbs to add detail</p>	<p>Choose words and phrases appropriate to the task and topic</p> <p>Use a range of verbs to add detail</p>	<p>Choose words and phrases appropriate to the task and topic</p> <p>Use adjectives in labels, captions and sentences</p> <p>Use a range of verbs to add detail</p>
<p><b>Punctuation</b></p> <p>Leave spaces between words</p> <p>Use capital letters most of the time for the pronoun “I” and to indicate proper nouns</p> <p>Start sentences with a capital letter and end with a full stop, question mark or exclamation mark</p>	<p>Leave spaces between words</p> <p>Use capital letters most of the time for the pronoun “I” and to indicate proper nouns</p> <p>Start sentences with a capital letter and end with a full stop, question mark or exclamation mark</p>	<p>Leave spaces between words</p> <p>Use capital letters most of the time for the pronoun “I” and to indicate proper nouns</p> <p>Start sentences with a capital letter and end with a full stop, question mark or exclamation mark</p> <p>Capitalise place names</p>	<p>Leave spaces between words</p> <p>Use capital letters most of the time for the pronoun “I” and to indicate proper nouns</p> <p>Start sentences with a capital letter and end with a full stop, question mark or exclamation mark</p> <p>Capitalise place names</p>	<p>Leave spaces between words</p> <p>Use capital letters most of the time for the pronoun “I” and to indicate proper nouns</p> <p>Start sentences with a capital letter and end with a full stop, question mark or exclamation mark</p>	<p>Leave spaces between words</p> <p>Use capital letters most of the time for the pronoun “I” and to indicate proper nouns</p> <p>Start sentences with a capital letter and end with a full stop, question mark or exclamation mark</p> <p>Capitalise place names</p>
<p><u>Class Story</u></p> <p>Peepo</p> <p>Traditional Tales</p> <p>On the Way Home – Jill Murphy</p> <p>The tiger who came for tea</p> <p>Peace at last</p> <p>A dark, dark tale</p> <p>The Ride-by-Nights – seasons series (Autumn)</p> <p>Snow – Seasons series (winter)</p>		<p><u>Class Story</u></p> <p>Lots of stories by Julia Donaldson</p> <p>Katie Morag</p> <p>Silver – Seasons series (Spring)</p>		<p><u>Class Story</u></p> <p>Going Home (migration, seasons)</p> <p>The Snow Bear</p> <p>Summer evening – seasons series (Summer)</p> <p>Great fire of London themed non-fiction books</p> <p>Toby and the Great Fire of London</p>	