

Term	Topic	Text types/ linked texts	NC objectives	Focused skills and components	Components in practise
Autumn 1	Heroes and Explorers	Text types Fiction: Traction Man, Lost and Found, Non-fiction: Non-chronological report (Antarctic animals). Poetry: If I were a superhero. Linked texts James and the Giant Peach, If I were a superhero, The Penguin who wanted to find out, The Great Explorer,	<u>Spelling</u> : green words and some common exception words <u>Composition</u> : write sentences by saying out loud what they are going to write about. <u>Composition</u> : compose a sentence orally before writing it. <u>VGP</u> : leave spaces between words. <u>VGP</u> : begin to punctuate sentences using a capital letter and full stop. <u>VGP</u> : understand how words can combine to make sentences. <u>Handwriting</u> : begin to form lower-case letters in the correct direction, starting and finishing in the right place. <u>Handwriting</u> : write letters on the line <u>Handwriting</u> : start to write letters of the correct size	<ul style="list-style-type: none"> Write a dictated sentence using a capital letter and full stop with phonically plausible spellings and some common exception words correct. Form letters correctly, sitting on the line. Use finger spaces between words. Spell green words using the phonics knowledge that they have. Spell common exception words correctly that they know. (Previously taught in YrR: I, a, the, was, and, to, my, you) 	Focus on the mechanics of writing this half term to lay the foundations for the year. Writing will be mainly dictated sentences or hold a sentence. When modelling writing make sure to: model writing each word of the sentence, show how letters sit on the line and the formation and the size of the letters, use Fred Fingers to sound out words, re-cap sounds that they have learnt/ are learning and re-enforce common exception words that they have learnt in YrR or have started to learn in Year 1. Also include capital letter and full stops. Dictated sentences: say the sentence, model how to write it, rub it off the board, say the sentence word at a time for the children to write it. Hold a sentence: say the sentence many times, model how to write it, rub it off the board, children to say the sentence to themselves and write it down.
Autumn 2			<u>Spelling</u> : green words and some common exception words <u>Spelling</u> : name the letters of the alphabet. <u>Composition</u> : write sentences by saying out loud what they are going to write about. <u>Composition</u> : compose a sentence orally before writing it. <u>Composition</u> : re-read what they have written to check that it makes sense. <u>VGP</u> : joining words and joining clauses using 'and'. <u>Handwriting</u> : form capital letters	<ul style="list-style-type: none"> Orally construct a sentence and hold it in their head. Write their own sentences with a capital letter and full stop with phonically plausible spellings and some common exception words correct. Write capital letters correctly. Begin to orally construct and write sentences with 'and' to join clauses. Start to write two sentences that are punctuated correctly. Read work back to check it makes sense and to check for punctuation. 	Writing will be focused on just producing one or two sentences for each section of the story/ text. Children to orally compose their own sentence/s on the carpet and repeat it to themselves before they go to write it down. After writing their sentence children will read their sentences back to themselves. Look at how to join clauses using 'and', encourage children to use and in their sentences. Explicitly teach children how to form capital letters in handwriting lessons alongside the lower case letter.
Spring 1	Into the Woods	Text Types Fiction: Little Red Riding Hood, Owl babies, Non-fiction:	<u>Spelling</u> : green words and some common exception words <u>Spelling</u> : using -ing, -ed, -er, -est where no change is needed to the root. <u>Composition</u> : sequence sentences to form short narratives. <u>VGP</u> : teach about verbs and adjectives	<ul style="list-style-type: none"> Begin to sequence sentences that are accurately punctuated to form short pieces of writing. Spell green words that are phonically plausible in their writing. Spell an increasing number of red words accurately in their writing. Orally construct sentences using -ing, -ed, -er and -est suffix. 	This half term the children will start to write more of their own sentences to form short narratives, still with a focus on accuracy and thinking through each sentence carefully. The work produced will be shorter but with an emphasis on accuracy. When teaching the suffixes '-ing' and '-ed' introduce verbs. Complete some hold a sentence/ dictation type of activities to embed the learning and then offer

		<p>Hungry Caterpillar diary, Television script,</p> <p>Poetry: There's a tiny caterpillar on a leaf</p> <p>Easter Story</p>	<p><u>Handwriting</u>: understand which letters belong to which 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<ul style="list-style-type: none"> • Spell words using the -ing, -ed, -er and -est suffix correctly. • Write some sentences using the taught suffixes. • Start to understand what a verb and an adjective is. 	<p>opportunities to write texts that will include these words, such as a recount of a characters day focusing on what they did, this could be a diary entry.</p> <p>When teaching the suffixes '-er' and '-est' introduce adjectives. Complete some hold a sentence/ dictation type of activities to embed the learning and then offer opportunities to write texts that will include these words, such as a comparison of characters or a character description.</p>
Spring 2		<p>Linked Texts</p> <p>The Owl who was afraid of the dark, The Lost Words, Peep Inside: Bug Homes, What do you see when you look at a tree?</p>	<p><u>Spelling</u>: green words and some common exception words <u>Spelling</u>: adding -s or -es <u>VGP</u>: understand singular and plural <u>VGP</u>: use a capital letter for the name of people, places, days of the week and I (introduce) <u>Composition</u>: sequence sentences to form short narratives <u>VGP</u>: <i>teach about nouns</i></p>	<ul style="list-style-type: none"> • Start to sequence sentences to form longer narratives that are accurately punctuated. • Spell green words that are phonically plausible in their writing. • Spell an increasing number of red words accurately in their writing. • Understand the terminology 'singular' and 'plural' in context. • Spell words by adding -s and -es. • Understand where a capital letter is needed in a sentence and begin to do this in their own writing. • Start to understand what a noun is. 	<p>This half term children will continue to build stamina in their writing but will still focus on accuracy. Children will have learnt many of the common exception words for Year 1 by now so ensure there is a focus on these being accurate in writing. Teach the children explicitly how to use the common exception word spelling sheets by playing games where they have to find the words as quick as possible and partner games where the partner says a word and the other partner has to find it and write it down in their DEB books.</p> <p>When teaching adding '-s' and 'es' complete some hold a sentence/ dictation type of activities to embed the learning and then offer opportunities to write texts that will include these words.</p> <p>Teach about nouns to help children to understand when to use a capital letter. Include text types which will give children an opportunity to practise this in their writing.</p>
Summer 1	Castles and Coasts	<p>Text Types</p> <p>Fiction: Lighthouse Keepers Lunch, Pirates Love Underpants.</p> <p>Non-fiction: Newspaper report (Grace Darling) Poster (Beach Safety)</p>	<p><u>Spelling</u>: green words and some common exception words <u>Spelling</u>: use the prefix -un <u>VGP</u>: begin to punctuate sentences using a question mark and exclamation mark. <u>Composition</u>: sequence sentences to form short narratives <u>Composition</u>: re-read what they have written to check that it makes sense</p>	<ul style="list-style-type: none"> • Spell green words that are phonically plausible in their writing and begin to spell some words correctly. • Spell many of the Year 1 common exception words correctly in their writing. • Sequence sentences to form longer narratives that are mainly accurately punctuated. • Orally construct sentences using the prefix -un. • Write sentences using the prefix -un. • Understand what a question is. • Be able to ask questions. 	<p>Continue to build stamina and accuracy, focus on the size of handwriting, accurate spelling, capital letters and full stops.</p> <p>When teaching about question marks and exclamation marks ensure that children understand what a question is (this will be looked at in more depth in Year 2)</p> <p>Offer writing opportunities to practise questions, exclamations and using the prefix -un. These will be dictation/ hold a sentence as well as looking at text types.</p>

		Poetry: Acrostic Linked Texts The Secret Island, A First Book of the Sea, The Storm Whale, Castles Magnified, The Castle the King Built, Sand by Meish Goldish		<ul style="list-style-type: none"> • Use a question mark to accurately punctuate a question. (not necessarily in a piece of writing) • Understand when an exclamation mark is needed. • Use an exclamation mark accurately when writing. • Read their writing back to check it makes sense and to check for punctuation/ spelling. Edit using a purple pen. 	
Summer 2			<u>Spelling</u> : green words and some common exception words <u>Spelling</u> : write the days of the week <u>VGP</u> : use a capital letter for the name of people, places, days of the week and I. <u>Composition</u> : sequence sentences to form short narratives	<ul style="list-style-type: none"> • Spell green words that are phonically plausible in their writing and begin to spell some words correctly. • Spell many of the Year 1 common exception words correctly in their writing. • Sequence sentences to form longer narratives that are usually accurately punctuated. • Use capital letters correctly in their writing. • Spell the days of the week correctly. • Read their writing back to check it makes sense and to check for punctuation/ spelling. Edit using a purple pen. 	Continue to build stamina and accuracy, focus on the size of handwriting, accurate spelling for end of Year 1 expectations, capital letters and full stops. Focus on reading writing back to check for full stop, capital letter and simple spellings. Give children lots of opportunities to write longer narratives to practise/ embed everything that they have learnt this year. Focus on any common exception words that many in the class are spelling incorrectly in their writing. Use memory games/ rhymes to remember how to spell the days of the week.
Ongoing during the year:			<u>Spelling</u> : Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. <u>Composition</u> : Discuss what they have written with the teacher or other pupils. <u>Composition</u> : Read aloud their writing clearly enough to be heard by their peers and the teacher.		