

## Writing Overview Year 1 (Cycle A Curriculum)

**Non-Fiction**

**Fiction**

**Poetry**

**Significant Author**

**Curriculum Link**

**Writing for Pleasure**



Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
<p><b>Sentence work</b></p>  <p><b>Autumn is Here Poetry</b></p>  <p><b>Writing for Pleasure Unit</b></p> 	<p><b>Narrative</b></p> <p><b>Traditional Tale</b></p>  <p><b>Recount of real-life experience</b></p> <p><b>Poetry appreciation</b></p>  <p><b>Presentational outcome / Oracy focus</b></p>	<p><b>Narrative</b></p> <p><b>Postcards / letter in character</b></p> <p><b>Science – Animals / habitats</b></p>  <p><b>Non-Chronological report</b></p> <p><b>Science – Living Things</b></p>  <p><b>Writing for Pleasure Unit</b></p> 	<p><b>Narrative</b></p> <p><b>EYFS Unit</b></p> <p><b>Introduction to TWS</b></p>  <p><b>Writing for Pleasure Unit</b></p>  <p><b>Non-Narrative</b></p>	<p><b>Fiction</b></p> <p><b>Grandad's Island (TWS)</b></p> <p><b>Adventure</b></p> <p><b>History - Explorers</b></p>  <p><b>Poetry (TWS)</b></p> <p><b>When I am by Myself by Eloise Greenfield</b></p> <p><b>PSHE</b></p> <p><b>Presentational outcome / Oracy focus</b></p>	<p><b>Wombat Goes Walkabout (TWS)</b></p> <p><b>Adventure</b></p> <p><b>Geography / Art</b></p>  <p><b>Non-Narrative</b></p> <p><b>How to Grow a Unicorn</b></p> 























<p><b>Linked Texts:</b></p> <p>Together We Can</p>	<p><b>Linked Texts:</b></p> <p>Pinocchio Cinderella Variety of Traditional Tales</p>	<p><b>Linked Texts:</b></p> <p>Traditional Jack and the Beanstalk Jack and the Baked Beanstalk Jack and the Jelly Bean Stalk Cinderella in New York / Little Red Reading Hood plus other alternative fairy tales</p>	<p><b>Linked Texts:</b></p> <p>Lost and Found Book of Animals (Oliver Jeffers exploration)</p>	<p><b>Linked Texts:</b></p> <p>This Is How We Do It</p>	<p><b>Linked Texts:</b></p> <p>Tinga Tinga Tales (books and animations) Just So Stories Rudyard Kipling</p>
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**Cross-Curricular Writing Opportunities**

<p><b>Descriptive writing – UK Landmarks</b></p>	<p><b>Instructions – How to make Santa’s chair</b></p>	<p><b>The Great Fire of London – Diary Entry</b></p>	<p><b>Brochure – world knowledge. Persuasive Writing</b></p>	<p><b>Explorers – short story based on Cook and Scott</b></p>	<p><b>Comparison – Cook Town and Cannock</b></p>
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Grammar Overview Years 1-6

Word Structure	Sentence Structure	Text Structure	Punctuation	Terminology for Pupils / Flipcharts
Regular <b>plural noun suffixes</b> -s or -es 	How words can combine to <b>make sentences</b> 	<b>Sequencing sentences</b> to form short narratives 	Separation of words with <b>spaces</b> 	Sentence, word, capital letter, full stop, singular, plural, question mark, exclamation mark
<b>Suffixes</b> added to verbs (helping, helped) 	How <b>'and'</b> can join sentences and words 	The consistent use of <b>present tense and past tense</b> 	Introduction to the use of <b>capital letters, full stops, questions marks and exclamation marks</b> to demarcate sentences 	Verb. Tense, adjective, noun, suffix, apostrophe, comma
How the <b>prefix -un</b> changes the meaning of verbs and adjectives (unkind, undoing) 	<b>Subordination</b> (when, if, that, because) and <b>Coordination</b> (and, or, but)  	Use of <b>continuous form of verbs</b> in present and past tense to mark actions (she is drumming, he was shouting) 	<b>Capital letters for names</b> and the personal <b>pronoun I</b> 	Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause, determiner
Formation of nouns using <b>suffixes</b> (-ness or -er) 	<b>Expanded noun phrases</b> for description and specification (the blue butterfly, plain flour) 	Introduction to <b>paragraphs</b> as a way of grouping related material 	<b>Capital letters, full stops, question marks and exclamation marks</b> to demarcate sentences 	Pronoun, possessive pronoun, adverbial
Formation of adjectives using <b>suffixes</b> such as -less or ful 	Sentences with different forms ( <b>commands, questions, exclamation, statement</b> ) 	<b>Headings</b> and sub-headings to aid presentation 	<b>Commas to separate items in a list</b>  	Relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

<p>Use of <b>suffixes</b> -er and -est for comparison</p> 	<p>Expressing time and cause with <b>conjunctions</b> (when, before after) <b>adverbs</b> (then, next, soon) or <b>prepositions</b> (in, during, because of)</p>  	<p>Use of the <b>perfect form of verbs</b> to mark relationship of time and cause (I have written it down so I can check what he said)</p> 	<p><b>Apostrophes</b> to mark contracted forms</p> 	<p>Active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points</p>
<p>Formation of nouns using a range of <b>prefixes</b> such as super-, anti-, auto-</p> 	<p>Appropriate choice of <b>pronoun or noun</b> within a sentence to avoid repetition and ambiguity</p> 	<p>Use of <b>paragraphs</b> to organise ideas around a theme</p> 	<p>Introduction to <b>inverted commas</b> for direct speech</p> 	<p><b>Key</b></p> <p><b>Year 1</b></p> <p><b>Year 2</b></p> <p><b>Year 3</b></p> <p><b>Year 4</b></p> <p><b>Year 5</b></p> <p><b>Year 6</b></p>
<p>Use of the <b>determiners</b> a or an (a rock, an elephant)</p> 	<p><b>Fronted adverbials</b></p> 	<p>Appropriate choice of <b>pronoun or noun</b> across sentences</p> 	<p>Use of <b>inverted commas</b> to punctuate direct speech</p> 	
<p><b>Word families</b> based on common words</p> 	<p><b>Relative clauses</b> beginning with who, which, where, why, whose</p> 	<p>Devices to build <b>cohesion</b> within a paragraph (then, after, that, this, finally)</p>  	<p><b>Apostrophes</b> to mark singular and plural possession (the girl's name, the boys' boots)</p> 	
<p>The grammatical difference between <b>plural and possessive -s</b></p> 	<p><b>Modal verbs</b> indicating degrees of possibility (might, should, could, will) or <b>adverbs</b> (perhaps, surely)</p> 	<p>Linking ideas across paragraphs using <b>adverbials of time (later), place (nearby) and number (secondly)</b></p> 	<p>Use of <b>commas after a fronted adverbial</b></p> 	
<p>Standard English forms for <b>verb inflections</b> rather than local spoken forms (we were instead of we was)</p>	<p>Use of <b>passive voice</b> (The window was broken by...)</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b> using adverbials (on the other hand,</p>	<p>Brackets, dashes or commas to indicate <b>parenthesis</b></p>	

		<p>in contrast) repetition or elision</p> 	 	
<p>Converting nouns or adjectives to verbs using <b>suffixes</b> (-ate, -ise, -ify)</p> 	<p><b>Expanded noun phrases</b> to convey complicated information (<i>the fact that it was raining meant that sports day was cancelled</i>)</p> 	<p><b>Layout devices</b> such as headings, columns, bullets or tables to structure texts</p> 	<p>Use of <b>commas</b> to clarify meaning or avoid ambiguity (lets eat, Grandma / Let's eat Grandma)</p>  	
<p>Verb <b>prefixes</b> (dis-, de-, mis-, over-, re-)</p> 	<p>The difference between structures of typical informal speech and formal speech appropriate for writing. Using <b>subjunctive form</b> in very formal speech and writing.</p> 		<p>Use of the <b>semi-colon, colon and dash</b> to indicate a stronger subdivision of a sentence than a comma</p>  	
<p>Vocabulary typical of <b>informal speech and formal speech</b></p> 			<p>Punctuation of <b>bullet points</b> to list information</p>  	
			<p>How <b>hyphens</b> can be used to avoid ambiguity (man-eating shark / man eating shark)</p>  	