

Wheelers Lane Primary School

Curriculum Overview

English - Writing



YEAR 1

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|--|---|---|---|---|--|
| UNIT (High quality text/s to be used) | 1. Nursery Rhymes 2. The 3 little pigs and the big bad wolf | 3. Jack and the Beanstalk | 4. The Night Pirates 5. Lost and Found | 6. Where the Wild Things Are | 7. The Tiger Who Came for Tea | 8. The Colour Monster 9. The Trouble with Trolls |
| Genres to be covered (in sequence) * <i>Bold indicates Gold Book Write</i> | 1.1 Simple sentences 2.1 Re-tell (Narrative) 2.2 Persuasion (Wanted Poster) | 3.1 Re-tell Narrative (Structure - Beginning/middle/end) 3.2 Letter | 4.1 Narrative (continuation of story) 4.2 Instructions 5.1 Narrative (alternative character) | 6.1 Narrative (character description) 6.2 Diary (1st person recount) | Re-tell (Narrative) 7.1 Narrative 7.2 Non-chronological report | 8.1 Narrative (Vocabulary focus) 9.1 Narrative (create new character in story) |
| Knowledge and Skills to be covered * <i>Statements in Green indicate assessment statement</i> | <p>Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)</p> <p>To use some features of different text types</p> <p>Can discuss their writing with peer or teacher</p> <p>To compose a sentence orally before writing it.</p> <p>To use simple sentence structures</p> <p>To use full stops to end sentences most of the time</p> <p>Can use capital letters at the start of some sentences</p> <p>Can hold a pencil comfortably and correctly</p> <p>To reread their writing alongside an adult to check that it makes sense and make suggested changes.</p> | <p>Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)</p> <p>To write sentences in order to create short narratives and non-fiction texts.</p> <p>To use adjectives to describe.</p> <p>Imagination is shown by the inclusion of some details e.g. description of setting and characters, twist to known story</p> <p>To use capital letters for names, places, the days of the week and the personal pronoun 'I' mostly correctly</p> <p>To reread their writing alongside an adult to check that it makes sense and make suggested changes.</p> | <p>Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)</p> <p>To use the conjunction 'and' to form compound sentences accurately most of the time</p> <p>To use -s and -es to form regular plurals mostly correctly.</p> | <p>Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)</p> | <p>Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)</p> <p>Have an awareness of question marks.</p> | <p>Revisit, Revise and Review previous skills GAPS (Use progression maps) Application of spelling patterns taught (see separate document)</p> <p>Have an awareness of exclamation marks.</p> |

* Our writing curriculum uses selected high quality texts as our starting point. All our writing, both fiction and non-fiction, should begin with our selected high quality texts

** Knowledge and skills to be covered indicate when something should be introduced. This should be revisited along with previous knowledge and skills where needed