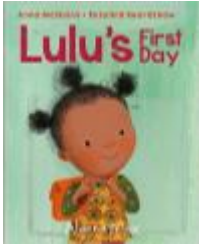

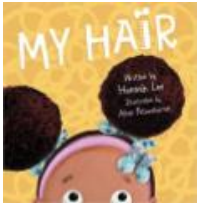
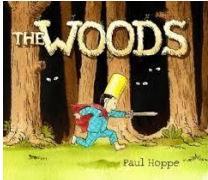



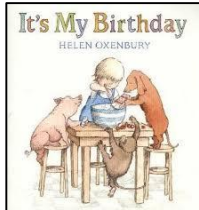
## Writing Curriculum: Year One Autumn Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use adjectives to describe nouns	To be able to combine words to make sentences	 <p>Lulu's First Day by Anna McQuinn</p>	TBC	To be able to say out loud what they are going to write about	Extended piece of writing that either entertains or informs. Options include: <ul style="list-style-type: none"> <li>• Retell a story;</li> <li>• Instructions;</li> <li>• Original story;</li> <li>• Letter;</li> <li>• Description;</li> <li>• Recount.</li> </ul>	
2	To be able to use adjectives to describe nouns	To be able to combine words to make sentences					
3	Extended Writing Week						
4	To be able to use full stops and capital letters to demarcate sentences	To be able to use adjectives to describe nouns	 <p>Oi Frog! by Kes Grey</p>	Narrative; repeated pattern; rhyming words and phrases	To be able to sequence sentences to form short narratives	Write your own silly rhyming sentences based on pattern of the text.	Visit Birmingham Nature Reserve in Edgbaston; use the animals encountered as the inspiration for extended writing.
5	To be able to use full stops and capital letters to demarcate sentences	To be able to use adjectives to describe nouns					
6	Extended Writing Week						

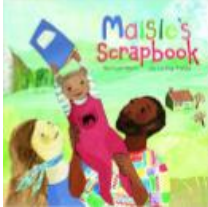

## Writing Curriculum: Year One Autumn Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use adjectives to describe nouns	To be able to combine words to make sentences	 <p>My Hair by Hannah Lee</p>	TBC	To be able to say out loud what they are going to write about	Extended piece of writing that either entertains or informs. Options include: <ul style="list-style-type: none"> <li>• Retell a story;</li> <li>• Instructions;</li> <li>• Original story;</li> <li>• Letter;</li> <li>• Description;</li> <li>• Recount.</li> </ul>	
2	To be able to use adjectives to describe nouns	To be able to combine words to make sentences					
3	Extended Writing Week						
4	To be able to use full stops and capital letters to demarcate sentences	To be able to use adjectives to describe nouns	 <p>The Woods by Paul Hoppe</p>	Recount or description	To be able to sequence sentences to form short narratives	Extended piece of writing that either entertains or informs. Options include: <ul style="list-style-type: none"> <li>• Retell a story;</li> <li>• Instructions;</li> <li>• Original story;</li> <li>• Letter;</li> <li>• Description;</li> <li>• Recount.</li> </ul>	A visit Cannock Chase or another woodland area. This could help inspire a great setting description!
5	To be able to use full stops and capital letters to demarcate sentences	To be able to use adjectives to describe nouns					
6	Extended Writing Week						



## Writing Curriculum: Year One Spring Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use adjectives to describe nouns	To be able to use full stops and capital letters to demarcate sentences	 <p>Coming to England by Floella Benjamin</p>	Possibility for a letter 'home'	To be able to read aloud their writing clearly enough to be heard by their peers and the teacher	Extended piece of writing that either entertains or informs. Options include: <ul style="list-style-type: none"> <li>• Retell a story;</li> <li>• Instructions;</li> <li>• Original story;</li> <li>• Letter;</li> <li>• Description;</li> <li>• Recount.</li> </ul>	Invite parents and grandparents who emigrated to England in to address the class. A show and tell session could be used as the stimulus for meaningful discussion about the emotions and experiences of the guests.
2	To be able to suggest synonyms for common adjectives	To be able to join words using and					
3	Extended Writing Week						
4	To be able to join words using and	To be able to use full stops and capital letters to demarcate sentences	 <p>It's My Birthday HELEN OXENBURY</p> <p>It's My Birthday by Helen Oxenbury</p>	Instructions	To be able to sequence sentences to form short narratives.	Write instructions about: <ul style="list-style-type: none"> <li>• how to have a birthday party</li> <li>• how to make a birthday cake</li> </ul>	The children should make their own cake and have a birthday party.  Opportunities to read instructional texts and follow instructions must be given.
5	To be able to join clauses using and	To be able to use capital letters for names					
6	Extended Writing Week						


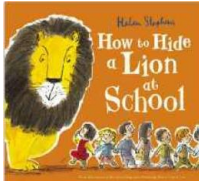
## Writing Curriculum: Year One Spring Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use a question mark at the end of a sentence to indicate a question	To be able to use regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun.		TBC	To be able to discuss what they have written with the teacher or other pupils.	Extended piece of writing that either entertains or informs. Options include: <ul style="list-style-type: none"> <li>• Retell a story;</li> <li>• Instructions;</li> <li>• Original story;</li> <li>• Letter;</li> <li>• Description;</li> <li>• Recount.</li> </ul>	
2	To be able to use a question mark at the end of a sentence to indicate a question	To be able to use regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun.	Maisie's Scrapbook by Samuel Narah				
3	Extended Writing Week						
4	To be able to use an exclamation mark at the end of a sentence to indicate an exclamation	To be able to use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words		TBC	To be able to re-read what they have written to check that it makes sense.	Extended piece of writing that either entertains or informs. Options include: <ul style="list-style-type: none"> <li>• Retell a story;</li> <li>• Instructions;</li> <li>• Original story;</li> <li>• Letter;</li> <li>• Description;</li> <li>• Recount.</li> </ul>	Visit Birmingham Dogs Home
5	To be able to use an exclamation mark at the end of a sentence to indicate an exclamation	To be able to use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words	A Dog's Day by Rebecca Rissman				
6	Extended Writing Week						

## Writing Curriculum: Year One Summer Term 1

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use adjectives to describe nouns – synonyms for commonly used adjectives e.g. mad/angry	To know how the prefix un- changes the meaning of verbs and adjectives	 Ruby's Worry by Tom Percival	TBC	To be able to read aloud their writing clearly enough to be heard by their peers and the teacher	Extended piece of writing that either entertains or informs. Options include: <ul style="list-style-type: none"> <li>• Retell a story;</li> <li>• Instructions;</li> <li>• Original story;</li> <li>• Letter;</li> <li>• Description;</li> <li>• Recount.</li> </ul>	
2	To be able to join clauses using and	To know how the prefix un- changes the meaning of verbs and adjectives					
3	Extended Writing Week						
4	To be able to use an exclamation mark at the end of a sentence to indicate an exclamation.	To be able to classify common word classes – nouns, adjectives and verbs	 Fatou, Fetch the Water by Neil Griffiths	TBC	To be able to sequence sentences to form short narratives	Extended piece of writing that either entertains or informs. Options include: <ul style="list-style-type: none"> <li>• Retell a story;</li> <li>• Instructions;</li> <li>• Original story;</li> <li>• Letter;</li> <li>• Description;</li> <li>• Recount.</li> </ul>	
5	To be able to use so/because to join clauses	To be able to classify common word classes – nouns, adjectives and verbs					
6	Extended Writing Week						

## Writing Curriculum: Year One Summer Term 2

Week	Key Objective	SPAG Warm-up/Secondary Objective	Text	Genre	Composition Objective(s)	Outcome	Educational Visits and Cross Curricular Links
1	To be able to use adjectives to describe nouns – synonyms for commonly used adjectives e.g. mad/angry	To be able to use regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun.	 <p><b>Jabari Jumps</b> by Gaia Cornwell</p>	Narrative	To be able to sequence sentences to form short narratives	Extended piece of writing that either entertains or informs. Options include: <ul style="list-style-type: none"> <li>• Retell a story;</li> <li>• Instructions;</li> <li>• Original story;</li> <li>• Letter;</li> <li>• Description;</li> <li>• Recount.</li> </ul>	
2	To be able to use capital letters for names	To be able to use the suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words					
3	Extended Writing Week						
4	To be able to use a question mark at the end of a sentence to indicate a question	To be able to edit my writing by using suitable synonyms	 <p><b>How to Hide a Lion at School</b> by Helen Stephens</p>	Possibly a set of instructions	To be able to re-read what they have written to check that it makes sense.	Extended piece of writing that either entertains or informs. Options include: <ul style="list-style-type: none"> <li>• Retell a story;</li> <li>• Instructions;</li> <li>• Original story;</li> <li>• Letter;</li> <li>• Description;</li> <li>• Recount.</li> </ul>	Visit a zoo. Speak to a zoo keeper about their role and what he/she would do if they were to hide a lion in a school.
5	To be able to use and/so/because to join clauses  (choose the conjunction that is appropriate)	To be able to edit my writing by using suitable synonyms					
6	Extended Writing Week						

## The Writing Curriculum: Sequence of Objectives

Year One

Main Objectives in Sequential Order	Spelling Objectives in Sequential Order	Composition Objectives
<ol style="list-style-type: none"> <li>1. To write words and captions</li> <li>2. To be able to combine words to make sentences</li> <li>3. To be able to separate words with finger spaces</li> <li>4. <b>To be able to use full stops and capital letters to demarcate sentences</b></li> <li>5. To be able to identify nouns</li> <li>6. To be able to use adjectives to describe nouns</li> <li>7. To be able to suggest synonyms for common adjectives</li> <li>8. To be able to join words using and</li> <li>9. To be able to join clauses using and</li> <li>10. To be able to use a capital letters for the pronoun I</li> <li>11. To be able to use capital letters for names</li> <li>12. <b>To be able to use a question mark at the end of a sentence to indicate a question</b></li> <li>13. <b>To be able to use an exclamation mark at the end of a sentence to indicate an exclamation</b></li> <li>14. To be able to identify verbs</li> <li>15. To be able to suggest synonyms for common verbs</li> </ol>	<ol style="list-style-type: none"> <li>1. To be able to name the letters of the alphabet in order</li> <li>2. To know how to spell words containing each of the 40+ phonemes already taught</li> <li>3. <b>To be able to use letter names to distinguish between alternative spellings of the same sound.</b></li> <li>4. To be able to spell common exception words</li> <li>5. To be able to spell the days of the week</li> <li>6. <b>To be able to apply simple spelling rules and guidance, as listed in English Appendix 1</b></li> <li>7. To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>8. To be able to use regular plural noun suffixes –s or –es including the effects of these suffixes on the meaning of the noun.</li> <li>9. To be able to use the suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>10. To know how the prefix un– changes the meaning of verbs and adjectives</li> </ol>	<ol style="list-style-type: none"> <li>1. To be able to say out loud what they are going to write about</li> <li>2. To be able to compose a sentence orally before writing it</li> <li>3. <b>To be able to sequence sentences to form short narratives</b></li> <li>4. <b>To be able to re-read what they have written to check that it makes sense.</b></li> <li>5. To be able to discuss what they have written with the teacher or other pupils.</li> <li>6. To be able to read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ol>
<p><b>To be able to begin to form lower-case letters in the correct direction, starting and finishing in the right place.</b></p> <p>To be able to form capital letters accurately.</p> <p>To be able to Form digits 0-9.</p> <p>To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>		