

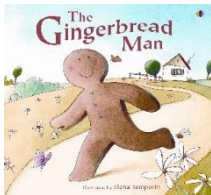
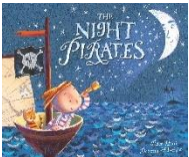





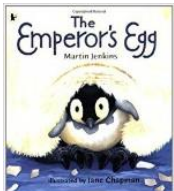

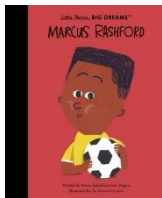
Year 1 Writing Overview 2024-2025

Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
Autumn 1 Marvellous Me	Sentence writing Week 1 (3 days)	Outcome: sentences about ourselves.	<ul style="list-style-type: none"> • Oral rehearsal • Letter formation 	<ul style="list-style-type: none"> • Capital letters • Finger spaces • Full stops
	Rapunzel Bethan Woolvin Week 2-3 	Outcome: Sentences about the beginning, middle and end of the story.	<ul style="list-style-type: none"> • Capital letters • Finger spaces • Full stops • Conjunctions: and 	<ul style="list-style-type: none"> • Capital letters • Finger spaces • Full stops
	Fact File – Where I live Week 4-5 	Outcome: Fact file about where we live (including our house/street, Southampton, England, UK)	<ul style="list-style-type: none"> • Capital letters • Finger spaces • Full stops • Capital letters for names • Capital letters for pronoun I 	<ul style="list-style-type: none"> • Capital letters • Finger spaces • Full stops
	The Gingerbread Man Mairi Mackinnon Week 6-7 	Outcome: A recount of the Gingerbread Man	<ul style="list-style-type: none"> • Capital letters • Finger spaces • Full stops • S&L • Sequencing sentences • Past tense -ed 	<ul style="list-style-type: none"> • Capital letters • Finger spaces • Full stops


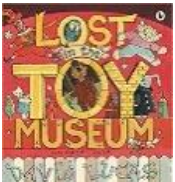
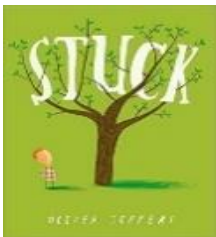
Year 1 Writing Overview – 2024-2025

Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
Autumn 2 Pirates	<i>The Night Pirates</i> Peter Harris Week 1-2 	Outcome: Wanted Poster for Tom and the girl pirates	<ul style="list-style-type: none"> Conjunctions: because Adjectives 	<ul style="list-style-type: none"> Capital letters Finger spaces Full stops 'and' conjunction
	<i>Autumn Poetry</i> Week 3-4 	Outcome: Autumn acrostic poem	<ul style="list-style-type: none"> Performance poetry Adjectives 	<ul style="list-style-type: none"> Capital letters Finger spaces Full stops
	<i>Monty the Penguin</i> Literacy Shed Video Weeks 5-7 	Outcome: Persuasive letter to Father Christmas asking for a new friend	<ul style="list-style-type: none"> Personal pronoun I Verbs Questions 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Adjectives and verbs Conjunctions: and, because
Term	Text	Potential Writing Outcome	Focus objectives	Ongoing objectives
Spring 1 Hot or Not	<i>Miki</i> Stephen Mackey Week 1-3 	Outcome: Write own Miki story.	<ul style="list-style-type: none"> Conjunctions: and Verbs: adding –ed where no change is needed in the spelling of root words. Adjectives: to describe sea and arctic creatures 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Adjectives and verbs Conjunctions: and


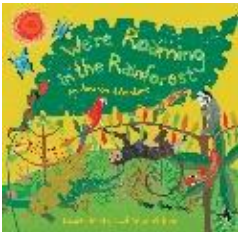
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	The Emperor's Egg Martin Jenkins Week 3-5 	Outcome: Fact file for an Emperor Penguin	<ul style="list-style-type: none"> Suffixes –er and –est where there is no change in the root word Question marks 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Conjunctions: and Adjectives and verbs
	Marwell Zoo Recount Week 5 	Outcome: Recount	<ul style="list-style-type: none"> Past tense Use of time conjunctions to sequence 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Verbs and adjectives Conjunctions: and, because
Term	Text	Potential Writing Outcome (long and short pieces)	Focus objectives	Ongoing objectives
Spring 2 Toys	Marcus Rashford (Little People Big Dreams) Maria Isabel Sanchez Vegara Weeks 1-2 	Outcome: Letter to Marcus Rashford	<ul style="list-style-type: none"> Question marks Present tense: adding –ing where no change is needed in the spelling of root words. 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Conjunctions: and, because


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	The Storm Whale Benjo Davies  Weeks 3-4	Outcome: Innovated story	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces (Y1) Joining sentences with 'and' Write simple phrases and sentences that can be read by others (EYFS ELG) Suffix -ed Prediction Sequencing 	<ul style="list-style-type: none"> Re-reading writing to check that it makes sense. - sequencing sentences to form short narratives - and Beginning to punctuate sentences using a capital letter and a full stop,
	Lost in the Toy Museum David Lucas Weeks 5-6 	Outcome: Instructions on how to look after the toys in the toy museum	<ul style="list-style-type: none"> Adding -ing suffix to verbs Using question marks at the end of questions 	<ul style="list-style-type: none"> Re-reading writing to check that it makes sense. - Sequencing sentences to form short narratives - and Beginning to punctuate sentences using a capital letter and a full stop,
Term	Text	Potential Writing Outcome (long and short pieces)	Focus objectives	Ongoing objectives
Summer 1 The Great Fire of London	Stuck Oliver Jeffers 	Outcome: Letter to Mr Yeates (site manager) Or Recount / diary	<ul style="list-style-type: none"> Using the prefix un- -s and -es suffixes 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Conjunctions: and, because

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	<i>The Great Fire of London</i> Emma Adams 	Outcome: Great Fire of London fact file	<ul style="list-style-type: none"> Capital letters: people, places, days of the week Reviewing taught objectives: exclamation marks, question marks, past tense –ed, conjunctions. 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces Conjunctions: and, because
	<i>Great Fire of London Shape Poetry</i>	Outcome: shape poetry inspired by the Great Fire of London.	<ul style="list-style-type: none"> Reviewing taught objectives: exclamation marks, using -ing and adjectives. 	<ul style="list-style-type: none"> Conjunctions
Term	Text	Potential Writing Outcome (long and short pieces)	Focus objectives	Ongoing objectives
	<i>We're Roaming in the Rainforest</i> Laurie Krebs and Anne Wilson 	Outcome: Riddles about the rainforest animals	<ul style="list-style-type: none"> Using –ing where no change is needed in the spelling of root words. Adjectives: description of animals 	<ul style="list-style-type: none"> Capital letters, full stops and finger spaces

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	<i>Minstead Recount</i>	Recount	<ul style="list-style-type: none">• Using –ed where no change is needed in the spelling of root words.• Conjunctions – and, because, when	<ul style="list-style-type: none">• Capital letters, full stops and finger spaces•
	<i>Lubna and the Pebble</i> <i>By Wendy Meddour</i> 	Character description Narrative	<ul style="list-style-type: none">• Adding –ing suffix to verbs• Using question marks at the end of questions	<ul style="list-style-type: none">• Capital letters, full stops and finger spaces (Y1)• Joining sentences with ‘and’• Write simple phrases and sentences that can be read by others (EYFS ELG)• Using question marks at the end of questions.

Statutory requirements

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- spell:
 - words containing each of the 40+ phonemes already taught
 - common exception words
 - the days of the week

Statutory requirements

- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
 - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un–
 - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English Appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Statutory requirements

Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Statutory requirements

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	<p>Sequencing sentences to form short narratives</p>
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>