

**Year 1**  
**Termly Writing Outcomes**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Core Texts</b> Blue: Values Link Green: Eco Link</p> <p>Authors re-visited across the year: Julia Donaldson x2 Alice Hemming x2 James Marshall x4 Oliver Jeffers x4 Joseph Coelho x2 Jon Klassen x4</p>	<ol style="list-style-type: none"> <li>1. My Two Grannies-Floella Benjamin (Respect)</li> <li>2. Triangle-Jon Klassen (Peace)</li> <li>3. The Leaf Thief-Alice Hemming</li> <li>4. The Little Red Hen-Jonathan Allen</li> <li>5. Chapati Moon-Pippa Goodheart</li> </ol>	<ol style="list-style-type: none"> <li>1. Full, Full, Full of Love-Trish Cooke (Love)</li> <li>2. The Nature Trail-Benjamin Zephaniah</li> <li>3. Seasons-Hannah Pang</li> <li>4. Red Riding Hood-James Marshall</li> <li>5. Little Red Riding Hood-Alison Jay</li> <li>6. Hansel &amp; Gretal-James Marshall</li> </ol>	<ol style="list-style-type: none"> <li>1. Our Tower-Joseph Coelho (Responsibility)</li> <li>2. The Last Tree-Ingrid Chabbert</li> <li>3. King Jack &amp; The Dragon-Peter Bently</li> <li>4. Amy Wu and the Patchwork Dragon-Kat Zhang (Lunar New Year)</li> <li>5. Lost &amp; Found-Oliver Jeffers</li> </ol>	<ol style="list-style-type: none"> <li>1. This Is Not MY Hat-Jon Klassen (Honesty)</li> <li>2. Super worm-Julia Donaldson</li> <li>3. The Woolly Bear Caterpillar-Julia Donaldson</li> <li>4. That's MY Flower! -Alice Hemming</li> <li>5. Up &amp; Down-Oliver Jeffers</li> </ol>	<ol style="list-style-type: none"> <li>1. I Want My Hat Back-Jon Klassen (Perseverance)</li> <li>2. We're Going on a Bear Hunt!-Michael Rosen</li> <li>3. The Green Giant-Katie Cottle</li> <li>4. The Three Little Pigs-James Marshall</li> <li>5. Princess &amp; the Pea</li> <li>6. Goldilocks &amp; the 3 Bears-James Marshall</li> </ol>	<ol style="list-style-type: none"> <li>1. We Found A Hat-Jon Klassen (Forgiveness)</li> <li>2. My Nanna's Garden-Dawn Casey (Resilience)</li> <li>3. If I Were the World-Mark Speriing</li> <li>4. The Hike-Allison Farrell</li> <li>5. Run Wild-David Covell</li> <li>6. My Beautiful Voice-Joseph Coelho</li> <li>7. How to Catch a Star-Oliver Jeffers</li> <li>8. The Way Back Home-Oliver Jeffers</li> </ol>
<p><b>Text Type &amp; Quality Independent End Writing Outcomes</b></p> <p>Year groups to plan for daily opportunities to draft and rehearse towards end outcomes using the Narrative Progression for Planning &amp; Preparation guide.</p>	<p>Narrative: (4-week unit) x2 Traditional Tales</p>	<p>Poetry: (1-week unit) x1 Acrostic Poem</p> <p>Recount: (4-week unit) x1 Recount of trip to Odds Farm</p> <p>x1 Recount</p>	<p>Narrative: (4-week unit) 2 Traditional Tales</p>	<p>Report: (4-week unit) X1 Describe the characteristics of a plant</p> <p>X1 Report about the Queen/King Charles/Windsor Castle trip</p>	<p>Narrative: (4-week unit) x2 Traditional Tales</p>	<p>Poetry: (1-week unit) x1 Concrete Poem</p> <p>Recount: (4-week unit) Recount of Sports Day</p> <p>Recount of trip to Herschel Park</p>
<b>Cross Curricular Link</b>		Science Trip		Science History		PE Geography
<b>Grammar Sequence</b>	Definition of a verb.	Definition of a conjunction. Adjectives- definition, use and to find one in a sentence.	Definition of a noun.  Adding joining (conjunctions) words (and, but, so, because)  Adding the appropriate missing joining word into sections of text.	Suffixes (adding ed, ing or er) Regular plural noun suffixes (adding s or es)  How it changes the meaning of the noun. e.g. dog- dogs wish- wishes	Prefix (Adding 'un' in front of a word)  How it changes the meaning of verbs and adjectives. e.g. unkind, untie	Past and present tense.  Adding the correct word to make sentences grammatically correct. e.g. The use of: was, were  Choosing grammatically correct sentences.
<b>Punctuation Sequence</b>	Capital letters and full stops and finger spaces. Using capital letters for names, days of the week and the personal pronoun.	Adding punctuation (question and exclamation marks)  Using capital letters for places.	Revisiting capital letters and full stops and finger spaces. Using capital letters for names, days of the week and the personal pronoun.	Revising adding punctuation (question and exclamation marks)  Using capital letters for places.	Securing capital letters and full stops and finger spaces. Using capital letters for names, days of the week and the personal pronoun.	Securing punctuation (question and exclamation marks)  Using capital letters for places.
<b>Narrative Progression for Y1</b>	<b>Planning &amp; Preparation</b>  Listen to stories and narrative texts that use the features required for the writing.		<b>Generic Text Features</b> Simple narratives and retellings are told/ written in first or third person. Simple narratives are told/ written in past tense.		<b>Grammatical Features</b> Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed.	

	<p>Think about the intended audience and the purpose of the story (e.g. to scare, amuse, teach a moral...) so that plans are shaped to satisfy the audience and purpose.</p> <p>Make plans and props based on the story or narrative that has been shared.</p> <p>Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc.</p> <p>Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.</p> <p>Think, say and write sentences to tell the story or narrative in their own words.</p> <p>Reread the completed narrative aloud, for example, to a partner, small group or the teacher.</p>	<p>Events are sequenced to create texts that make sense.</p> <p>The main participants are human or animal.</p> <p>Simple narratives use typical characters, settings and events whether imagined or real.</p> <p>'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</p>	<p>Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school.</p> <p>Sentences are demarcated using full-stops, capital letters and finger spaces.</p> <p>Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure.</p> <p>Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no!</p> <p>Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf.</p> <p>Use of the personal pronoun 'I' to retell personal narratives, e.g. I went to the park yesterday.</p>
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