

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 1


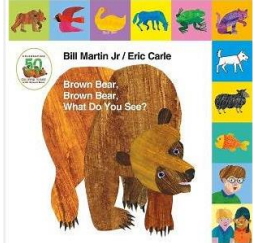
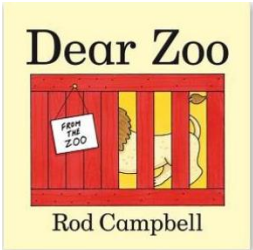
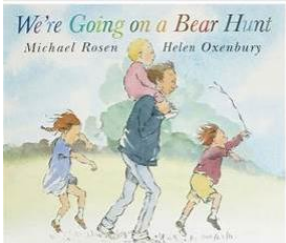
- All new vocabulary will be displayed on Working Walls in the classroom environment.
- WAGOLL to use for whole class teaching demonstrating the skills and vocabulary expectations.

- Learning is progressive and therefore texts and skills need to be taught in chronological order.
- New ambitious vocabulary will be introduced and pre taught by staff weekly using a range of adjectives, verbs, nouns, adverbs.

Autumn 1

Science – Humans and Seasons

Geography- Wonderful World

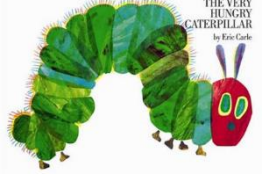


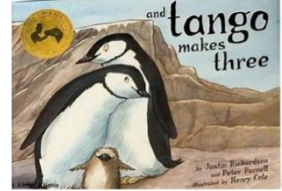

Autumn 1						
Science – Humans and Seasons			Geography- Wonderful World			
Text and Genre	Handwriting Focus	Handwriting Focus	 <p style="text-align: center;">Storytime Book</p>	 <p style="text-align: center;">Retell</p>	 <p style="text-align: center;">Retell</p>	 <p style="text-align: center;">Retell</p>
Y1 Genre Progression				Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)	Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)	Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)
Handwriting – All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.						
Year 1 Grammar and Punctuation	Curly caterpillar letters Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	Ladder letters Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	One armed robot letters and zig zag letters Sit at a table properly and hold my pencil correctly. I form lower case letters correctly, starting and finishing in the right place. All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.	Think, say and remember a sentence that starts with a time adverbial. (First, Next, Then, After that, Finally). Write a sentence starting with a time adverbial and ending with a full stop.	Think, say and remember a sentence that starts with a time adverbial. (First, Next, Then, After that, Finally). Write a sentence starting with a time adverbial and ending with a full stop.	Think, say and remember a sentence that starts with a time adverbial. (First, Next, Then, After that, Finally). Write a sentence starting with a time adverbial and ending with a full stop. Use adjectives to describe a noun (size and colour).
Year 1 Spel						

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Autumn 2

Science – Humans and Seasons

History- Childhood


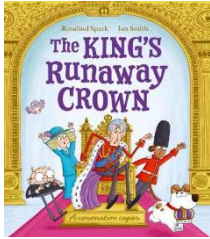

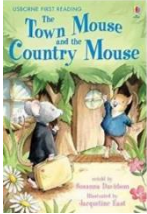
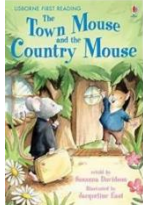

Text and Genre	 <p>Retell</p>	 <p>Retell</p>	 <p>Retell</p>	 <p>Retell</p>	<p>Independent Writing Assessment Unit</p>	 <p>Acrostic poem – Christmas or Winter theme.</p>
Y1 Genre Progression	<p>Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p>	<p>Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p>	<p>Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p>	<p>Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p>		<p>Each line starts with a capital letter that spells out the poem's theme. Acrostic poems don't need to rhyme.</p>
<p>Handwriting – All letters sit on the line. Tall letters (ascenders) touch the line above. Use short letters.</p>						
Year 1 Grammar and Punctuation	<p>Think, say and remember a sentence that starts with a time adverbial. (First, Next, Then, After that, Finally). Write a sentence starting with a time adverbial and ending with a full stop.</p>	<p>Think, say and remember a sentence that starts with a time adverbial. (First, Next, Then, After that, Finally). Write a sentence starting with a time adverbial and ending with a full stop. Use a capital letter for names of people.</p>	<p>Think, say and remember a sentence that starts with a time adverbial. (First, Next, Then, After that, Finally). Think, say and remember a sentence that starts with an opener. (The, He, She, It, They). Write a sentence starting with a time adverbial and ending with a full stop.</p>	<p>Think, say and remember a sentence that starts with a time adverbial. (First, Next, Then, After that, Finally). Think, say and remember a sentence that starts with an opener. (The, He, She, It, They). Write a sentence starting with a time adverbial and ending with a full stop.</p>		<p>Use adjectives to describe a noun (size and colour). Write in the present tense. (It is cold.)</p>
Year 1 Spelling						

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 1

Spring 1

Geography- Bright Lights, Big City

Science-Materials

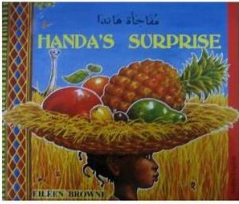
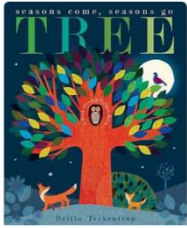
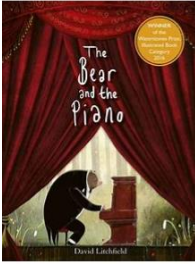
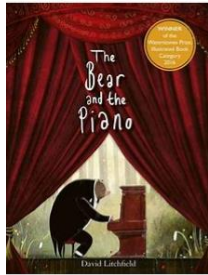

Text and Genre	 <p>Retell</p>	 <p>Retell</p>	 <p>Recount of Wolverhampton Art Gallery</p>	 <p>Retell – first section of the story.</p>	 <p>Retell -final section of the story.</p>	 <p>Setting Description of the City Picture stimulus/short clips.</p>
Year 1 Genre Progression	<p>Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p>	<p>Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p>	<p>Use first person. Use time connectives. Chronological. Use information based on a real event/experience.</p>	<p>Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p>	<p>Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p>	<p>Use senses (see and hear) to compile a word bank of adjectives to describe setting through visual stimulus. First person. Present tense.</p>
Handwriting- My letters are close together when I write a word (snuggle my letters).						
Year 1 Grammar and Punctuation	<p>Think, say and remember a sentence that starts with a time adverbial. (First, Next, Then, After that, Finally). Think, say and remember a sentence that starts with an opener. (The, He, She, It, They). Write a sentence starting with a time adverbial and ending with a full stop.</p>	<p>Think, say and remember a sentence that starts with a time adverbial. (First, Next, Then, After that, Finally). Think, say and remember a sentence that starts with an opener. (The, He, She, It, They). Write a sentence starting with a time adverbial and ending with a full stop.</p>	<p>Use the personal pronoun 'I' (when writing a personal recount). To write in the first person, I, My, We, They, me). Use the conjunction 'and' to join two words. (The tree was tall and green). Think, say and remember a sentence that starts with an opener. (The, He, She, It, They). Write a sentence starting with a time adverbial and ending with a full stop.</p>	<p>Think, say and remember a sentence that starts with a time adverbial. (First, Next, Then, After that, Finally). Think, say and remember a sentence that starts with an opener. (The, He, She, It, They). Write a sentence starting with a time adverbial and ending with a full stop.</p>	<p>Think, say and remember a sentence that starts with a time adverbial. (First, Next, Then, After that, Finally). Think, say and remember a sentence that starts with an opener. (The, He, She, It, They). Write a sentence starting with a time adverbial and ending with a full stop.</p>	<p>Use the conjunction 'and' to join two words. (The tree was tall and green). Write in the present tense</p>
Year 1 Spelling						

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 1

Spring 2

Geography- Bright Lights, Big City

Science – Materials

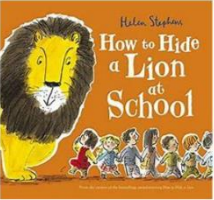




Spring 2						
Geography- Bright Lights, Big City				Science – Materials		
Text and Genre	 Retell	 Retell	 Retell- first section of the story.	 Retell- final section of the story.	Independent Writing Assessment Unit	 Retell or Diary Entry
Year 1 Genre Progression	Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)	Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)	Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)	Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)		Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)
Handwriting- My letters are close together when I write a word (snuggle my letters).						
Year 1 Grammar and Punctuation	Think, say and remember a sentence that starts with a time adverbial. (First, Next, Then, After that, Finally). Think, say and remember a sentence that starts with an opener. (The, He, She, It, They). Write a sentence starting with a time adverbial and ending with a full stop.	Consolidation of Skills	Use a wider variety of openers (Once upon a time...) Use a question mark to demarcate a question sentence starting with Will and What.	Include an exclamation mark to demarcate exciting sentences (Suddenly, Quickly, As quick as a flash).		Increase use of a variety of time adverbials (Later, Soon, At last...) Use adjectives to describe thoughts and feelings (diary entry as a character, informal letter).
Year 1 Spelling						

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 1

Summer 1

Geography – School Days

Science- Animals and Plants

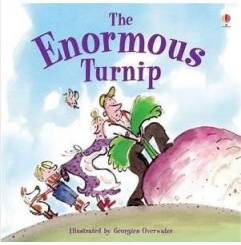
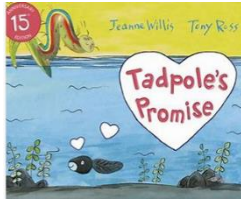

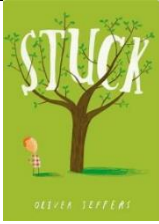
Text and Genre	 <p>Retell</p>	<p>Kingswood Residential</p>	 <p>Recount of trip</p>	 <p>Instructions on a litter pick around the school grounds.</p>	 <p>Formal letter to Blue Peter to explain litter pick- Green Blue Peter Badge</p>	 <p>Retell- Who Crunched Colin</p>
Year 1 Genre Progression	<p>Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p>		<p>Use first person. Use time connectives. Chronological. Use information based on a real event/experience.</p>	<p>Title. Numbered steps. Each step on a new line. Time adverbial as an opener. Linked to personal experience. Present tense. Linked to oral instructions when playing.</p>	<p>Address and date (Given). Greeting (From a choice). Introduction (why you are writing). Final sentence. Signing off (given).</p>	<p>Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p>
Handwriting- Fill the line with writing and start a new line when there is not enough space to write the complete word.						
Year 1 Grammar and Punctuation	<p>Use a capital letter for names of places and the days of the week.</p>		<p>Use a capital letter for names of places and the days of the week. Use 'and' to join words and to join clauses in sentences.</p>	<p>Consolidation of previously taught Skills.</p>	<p>Consolidation of previously taught Skills.</p>	<p>Focus on using the question words – Where and Who to begin a question sentence.</p>
Year 1 Spelling						

FALLINGS PARK PRIMARY SCHOOL CURRICULUM FOR WRITING YEAR 1

Summer 2

Science - Animals and Plant

History- School Days

Text and Genre	 <p>Retell -The Enormous Turnip</p>	 <p>Retell- Tadpole's Promise</p>	<p>Independent Writing Assessment Unit</p>	 <p>How to survive school as a Victorian Child</p>	 <p>Retell- Stuck Oliver Jeffers</p>	
Year 1 Genre Progression	<p>Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p>	<p>Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p>		<p>Title. Numbered steps. Each step on a new line. Time adverbial as an opener. Linked to personal experience. Present tense. Linked to oral instructions when playing.</p>	<p>Use past tense. Chronological order. Simple sentences. Structure needs to be correct. (Not to rewrite word for word / use said.)</p>	
<p>Handwriting- Fill the line with writing and start a new line when there is not enough space to write the complete word.</p>						
	Consolidation of Skills	Consolidation of Skills		Consolidation of Skills	Consolidation of Skills.	
Year 1 Spelling						