

Year 1
Writing Overview

Term: Autumn 1 Genres: - <ul style="list-style-type: none"> • Character description • Diary entry 	Project: Superheroes	Book Links: <ul style="list-style-type: none"> - Supertato – Sue Hendra - Superkid – Claire Freedman - Brave – Stacy McAnulty 	Visual Literacy: <ul style="list-style-type: none"> - https://www.onceuponapicture.co.uk/ - https://www.literacyshed.com/flight.html - https://www.literacyshed.com/the-fantasy-shed.html
New learning cycle:- 1 Character description	Purpose: To entertain	Audience: KS1 children	
Toolkit (Reception expectation)			
Generic Character Description		Grammatical/ Language Features (Reception)	
<ul style="list-style-type: none"> • Some adjectives used to describe the character. • Pronouns are used to make reference to the character e.g. he is..., he has... • Characters are humans or animals. 		<ul style="list-style-type: none"> • Sentences are demarcated using full-stops, capital letters and finger spaces. • Descriptive language (adjectives) are used to describe people, places, objects or things. • Pronouns can be used to describe a character e.g. he, she, they. 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Character description of a superhero that the children know already, or one that they wish to design themselves. 	<ol style="list-style-type: none"> 1. Receive a letter from a superhero explaining that they need your help. You must design a superhero who can join their team. Suggest which powers/abilities they would need to have. 2. Create a 'Year 1' superhero identity for yourself – what would your superhero power be? 3. Search the school for hidden superheroes – collect all of them and then compare the qualities that they have which make them 'super' e.g. brave, strong, kind, fast. 	<ol style="list-style-type: none"> 1. Pencil grip 2. Handwriting Expectations – formation, size and direction of letters is correct. 3. Finger spaces 4. Simple sentence construction - Sentences are constructed with a subject (noun) and a verb. Capital letters and a full stop both both correctly. 5. Tricky Words – spelling of both Phase 2 and Phase 3 tricky words is correct. 6. Phonics application – Pupils use their phonic knowledge to attempt to write unfamiliar words in a phonetically plausible way. Irregular common words should be spelt correctly. 7. Reading back work – Pupils are able to read back what they have written using blending skills. 8. Adjectives 	<ol style="list-style-type: none"> 1. Simple sentence structure – capital letters and full stops.

Misconceptions:

- Absence of capital letters, finger spaces and full stops.
- Use of phonics leading to misspelling of high frequency words.
- The use of full stops at the end of a line rather than the end of a sentence.
- Absence of capital letters used for names of people and/or places.
- Incorrect pencil grip.
- Incorrect letter formation.

**New Learning Cycle 2
Diary entry****Purpose:** To entertain**Audience:** KS1 children interested in Superheroes**Toolkit:****Generic Narrative:**

- Orientation such as scene-setting or establishing context e.g. On Thursday 2nd November we went to the park.
- An account of the events that took place, often in chronological order e.g. First, next, after that, finally.
- Some additional detail about each event e.g. Then we ate yummy ice cream by the pond.
- Reorientation - a closing statement that may include elaboration e.g. It was a fantastic day. I hope that we can go back soon.

Grammatical/ Language Features:

- **First person** is used for personal recounts
- Usually written in **past tense** e.g. we went, we had, we saw.
- **Co-ordination** is used to join clauses (and, because)
- **Simple description** is used to add detail
- Use of **capital letters** for names, places and the pronoun 'I'.
- **Sentences** demarcated with a **capital letter, full stop and finger spaces**
- Use of **exclamation marks** to indicate emotions such as surprise or shock

Possible Content for Writing**Hook Ideas**

1. Diary entry of a day in the life of a superhero.
2. Diary entry of a person who has been saved by a superhero.
3. Diary entry of a day in the life of an unusual 'real-life' hero e.g. doctor, nurse, fireman.

1. Video received of a superhero documenting a day in their life. Challenge to children to write a diary entry for that day.
2. News report about a superhero saving the day (real life example) – diary entry from that character's perspective.
3. Experience day- dress up as superheroes- drama and role play to act out a scenario where the children complete a superhero mission.
 - Music appreciation- listen to music and tell a story- where would the 'action' happen. How can you tell?

Skills to Review

1. **Simple sentence construction** - capital letters (including names and places) and full stops used correctly- noun and verb present.
2. **Tricky Words** – spelling of both Phase 2 and Phase 3 tricky words is correct.
3. **Reading back work** – Pupils are able to read back what they have written using blending skills.
4. **Simple description** to add detail

Skills to Teach

1. Simple past tense.
2. First person, including pronoun 'I'
3. Capital letters for names and days of the week
4. Conjunctions – and

Misconceptions:

- Confusing present perfect tense (he has/they have) with simple past participle of 'have' (he had/ they had)
- Absence of capital letters, finger spaces and full stops.
- Use of phonics leading to misspelling of high frequency words.
- The use of full stops at the end of a line.
- Absence of capital letters used for names of people and/or places.
- Incorrect pencil grip.
- Change of person within a piece – I vs he/she/they.

Term: Autumn 2 Genres: - <ul style="list-style-type: none"> • Instructions • Adventure story 	Project: Memory Box	Book Links: <ul style="list-style-type: none"> - 'The Memory Tree' by Britta Teckentrup (theme of loss) - 'The Heart and the Bottle' by Oliver Jeffers (theme of loss) - 'Old Man of the Sea' by Stella Elia - 'In the attic' by Hiawyn Oram - 'Tiddler'- Julia Donaldson 	Visual Literacy: <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=wsG2S_1PRnk Disney Pixar- Up- Memory Book - https://www.youtube.com/watch?v=XN8M0yvtvQ8 Disney Pixar- Inside Out- Riley's Memories
New Learning Cycle 1 Instructions	Purpose: To inform	Audience: Children who want to learn more about looking after pets	
Toolkit			
Generic Recount:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Begin by defining the goal or desired outcome- title e.g. How to look after a rabbit. • List any material or equipment needed (in order) e.g. hutch, straw, water bottle, bowl, food. • Provide simple, clear instructions. • If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal (using numbered steps). • Use diagrams or illustrations to support the text. 		<ul style="list-style-type: none"> • Use imperative verbs (commands) e.g. cut, hold, shut. • Include negative comments e.g. Do not leave the cage open. • Written in the present tense e.g. leave it to dry. Take it out of the oven. • The use of second person may be used if communicating directly with the reader (you, your) • Sentences are demarcated using full-stops, capital letters and finger spaces. • Use of conjunctions e.g. 'and' to join ideas and create variety in the sentence structure. 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> Choose a pet that you have owned/would like to own. Write instructions for how to care for it. <ol style="list-style-type: none"> Create instructions for a Tiger Tea Party. 	<ol style="list-style-type: none"> Receive a number of fragile boxes. Take a look inside each box to find different animals with price tags around their necks. Read the story of The Great Pet Sale. Ask the children to think about which animal they would choose to buy. What would they need to do to take care of it? Invite in an external visitor with a job in animal care to talk to the children about the responsibility of caring for an animal and how to care for pets. <ol style="list-style-type: none"> Read the story The Tiger Who Came to Tea. Write/make a party invitation to the tiger explaining that we would like him to come to tea at our school. Hold a 'Tiger Tea Party' and write instructions for other children to hold their own. 	<ol style="list-style-type: none"> Accurately demarcated sentences Co-ordination is used to join clauses together (and). 	<ol style="list-style-type: none"> Imperative verbs (may refer to as bossy verbs. Children do not need the terminology 'command' or 'imperative' at this stage). Present tense Language of chronology – first, next, later, after that, a few seconds later etc Technical/subject specific vocabulary.
Misconceptions: <ul style="list-style-type: none"> - Use of first/third person e.g. I put the water bowl in/They put the water bowl in. - Instructions written out of chronological order. - Over-use of adjectives. Adjectives should only be used for precision e.g. Put the hamster in the brown box. 			

New Learning Cycle 2: Adventure Story	Purpose: To entertain	Audience: KS1 children who like action/adventure stories	
Toolkit:			
Generic Narrative:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Simple narratives and retellings are told/ written in first or third person. • Simple narratives are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing <p>Common structure:</p> <ul style="list-style-type: none"> - Opening (beginning) - Conflict/Problem (middle) - Resolution (end) <p>Adventure:</p> <ul style="list-style-type: none"> - series of exciting events - ‘action’ vocabulary 		<ul style="list-style-type: none"> • 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. • 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. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Use of conjunctions e.g. ‘and’ ‘but’ to join ideas and create variety in the sentence structure. • Simple description is used to add detail • Use of exclamation marks to indicate emotions such as surprise or shock 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Children to write an adventure story based on an object that was found in a memory box/attic etc. 2. Children to write a new page/adventure for an existing book/animated clip <ul style="list-style-type: none"> - another ‘made up adventure’ in <i>Tiddler</i> - another adventure for the old man in <i>Old man of the Sea</i> - another adventure in <i>The Attic</i> 	<ol style="list-style-type: none"> 1. Share animated clips- see visual literacy clips- think of another memory/adventure for the characters 2. Share an adventure story with a similar theme (adventure based on a found object) (<i>Dylan’s Amazing Dinosaurs Book series is a good example or In the Attic- see book links</i>) 3. Explore an old chest/suitcase. Provide children with a chest or suitcase and fill with interesting objects/photos- enquiry, questions, inference 4. Art/Craft- Create a piece of art depicting a chest/box with a special object inside. 5. Drama- create an ‘adventure’ for the children to experience 6. Illustrate a missing page from a book showing a new adventure 	<ol style="list-style-type: none"> 1. Letter formation/finger spaces 2. Simple sentence structure:- full-stops, capital letters and finger spaces. 3. Capital letters for names 4. Descriptive language (adjectives) are used appropriately to describe characters. 5. Simple past tense- he ran, she walked 6. Tricky words- spelling of both Phase 2 and Phase 3 tricky words is correct. 	<ol style="list-style-type: none"> 1. Capital letters for places. 2. Use of exclamation marks to indicate emotions such as surprise or shock
<p>Misconceptions:</p> <ul style="list-style-type: none"> - Absence of capital letters, finger spaces and full stops. - Use of phonics leading to misspelling of high frequency words. - The use of full stops at the end of a line. - Absence of capital letters used for names of people and/or places. - Switching tenses - Forming an exclamation mark incorrectly (possibly upside down looking similar to a lowercase ‘i’; too big or small etc.) 			

Term: Spring 1 Genres: - <ul style="list-style-type: none"> • Setting description • Recount 	Project: Bright Lights, Big City	Book Links: <ul style="list-style-type: none"> - <i>The Town Mouse and the Country Mouse</i>- Aesop's fables - <i>Paddington at the Palace</i>- Michael Bond - Poetry books 	Visual Literacy: <ul style="list-style-type: none"> - Google Maps (Street View) - Buckingham Palace Tour: https://www.youtube.com/watch?v=9MeqUPkVg2U - Birmingham City at Night: https://www.youtube.com/watch?v=wmcuOyb95w
New Learning Cycle 1: Setting description	Purpose: To inform	Audience:- KS1 children who are interested in cities/towns	
Toolkit:			
Generic Features:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Written in third person • Written in the past tense • Typical settings whether imagined or real • Senses are described to the reader. 		<ul style="list-style-type: none"> • Sentences are demarcated using full-stops, capital letters and finger spaces. • Description is used to add detail – topic specific, adjectives • Co-ordination is used to join clauses together (and, but). • Variety of written sentence openers (frequently used verbally) e.g. There is... The tree is... In the sky... On top of the hill... 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Create a setting description for a fairy house. 2. Write a setting description to describe the woods/witch's house in Hansel and Gretel 3. Describe a setting from a picture book, photo prompt or visit. 	<ol style="list-style-type: none"> 1. Share a picture book 2. Share visual stimulus 3. Visit a fairy trail such as WM Wheat and Son's Fairy Trail in Sutton Coldfield. 4. Visit a nearby forest/woods e.g. Moseley Bog. Take photograph of the scenery whilst you are there. 5. Build fairy homes to decorate the playground. Look for clues that the fairy's that live within the woods may have visited. 6. Share images of cottages within the woods. Discuss what you can see in the pictures. 	<ol style="list-style-type: none"> 1. Accurate sentences demarcated correctly 2. Simple descriptive language (adjectives) 3. Co-ordination to join clauses together (and) 	<ol style="list-style-type: none"> 1. Variety of sentence openers used frequently in spoken language e.g. There is... The tree is... In the sky... On top of the hill...
Misconceptions: <ul style="list-style-type: none"> - Maintaining third person – pupils can sometimes move to first person when describing a setting/character. - Repeating the same sentence openers - Absence of capital letters and full stops in sentence demarcation - Repeated adjectives or using words of a similar meaning to describe- for example, the big, giant tree 			

New Learning Cycle 2: Recount	Purpose: To inform	Audience:- other children who want to visit Birmingham	
Toolkit:			
Generic Recount:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Orientation such as scene-setting or establishing context e.g. On Thursday 2nd April we went to the park. • An account of the events that took place, often in chronological order e.g. First, next, after that, finally. • Some additional detail about each event e.g. Then we ate yummy ice cream by the pond. • Reorientation - a closing statement that may include elaboration e.g. It was a fantastic day. I hope that we can go back soon. 		<ul style="list-style-type: none"> • First person is used for personal recounts • Usually written in past tense e.g. we went, we had, we saw. • Co-ordination is used to join clauses (and, but, because) • Simple description is used to add detail • Use of capital letters for names, places and the pronoun 'I'. • Sentences demarcated with a capital letter, full stop and finger spaces • Use of exclamation marks to indicate emotions such as surprise or shock 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Recount of a trip within the local area. 2. Recount of a tea party/afternoon tea. 	<ol style="list-style-type: none"> 1. Arrange a Royal Tea Party. Dress up in your finest clothing and learn more about the United Kingdom. 2. Go on a tour of your local area. Look for key landmarks and things that make your town/city unique. Produce a sketch map and take photos. 3. Have a British garden picnic in a local park/city centre. Play traditional games e.g. croquet, skittles etc. 	<ol style="list-style-type: none"> 1. First person 2. Simple past tense. 3. Chronological terminology (first, then, after) 4. Sentences demarcated accurately with capital letters and full stops 5. Capital letters for names and places 6. Exclamation marks to indicate emotion. (It was amazing!) 7. First person- pronoun 'I' 	<ol style="list-style-type: none"> 1. Context/Orientation statement- setting the scene (link to days of the week) On Monday etc.
Misconceptions: <ul style="list-style-type: none"> - Misuse of tense. Changing between past to present. - Incorrect formation of an exclamation mark (drawn like a lowercase i) - Incorrect person- using third instead of first - Understanding of a sentence (clause) when using 'and'- should join two separate sentences together. Children need to see the difference between joining ideas or joining clauses EG- <u>I went to the park and I bought an ice-cream.</u> (Joins two clauses) <u>I went to the park and the cinema.</u> (Joins two ideas)			

Term: Spring 2 Genres: - <ul style="list-style-type: none"> • Non – chronological report • Narrative – fairy-tale (story) 	Project: Paws, Claws and Whiskers	Book Links: <ul style="list-style-type: none"> - <i>The Tiger Who Came to Tea</i> – Judith Kerr - <i>The Great Pet Sale</i> - Mick Inkpen - <i>Dear Zoo</i> – Rod Campbell - <i>Usborne Children's Picture Atlas of Animals</i> – Hazel Maskell 	Visual Literacy: <ul style="list-style-type: none"> - Pip: https://www.youtube.com/watch?v=07d2dXHYb94 - The Secret Life of Pets: https://www.youtube.com/watch?v=i-80SGWfEjM
New Learning Cycle 1: Non-Chronological Report	Purpose: To inform	Audience:- KS1 children who are interested in animals	
Toolkit:			
Generic Non-Chronological Report:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Title • Logical structure – grouping information into sections. • Tends to focus on generic subject (Dogs) rather than specific subjects (My dog Ben) • An opening statement, often a general classification (Sparrows are birds) – sometimes followed by a more detailed or technical classification (Their Latin Name is...); • A description of whatever is the subject of the report, organised in some way to help the reader make sense of the information. For example: its qualities (Like most birds, sparrows have feathers.); its parts and their function (The beak is small and strong so that it can ...); its habitat/behaviour/uses (Sparrows nest in...). • Images and/or diagrams which can be used to support the text e.g. photographs of specific animals and/or their features. 		<ul style="list-style-type: none"> • Often written in third person. (They like to build their nests ... It is a cold and dangerous place to live.) • Sometimes written in the past tense, as in a historical report. (Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.) • Use of capital letters for names, places and the pronoun 'I'. • Sentences demarcated with a capital letter, full stop and finger spaces • Questions can be used to form titles- Where do they live? • Question marks denote a question • Simple description to add factual detail 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Choose your favourite animal (from the trip you went on) and create a non-chronological report sharing information about them. 2. Create a 'class encyclopaedia' using non-chronological reports that the children have written. 3. Research 'rare' animals that are not commonly found. Create non-chronological reports to provide information on them. 	<ol style="list-style-type: none"> 1. Go on a trip to a local animal centre or zoo e.g. West Midlands Safari Park, Birmingham Wildlife Conservation Centre. Take photographs of the different types of animals you see when you are there. (Virtual visits if not possible) 2. Invite an 'Animal Man/Woman' into school to learn more about different types of animals. 3. Ask children to bring in photographs of pets that they have or a photograph of their favourite animal. Spend time sharing these photos and explaining why they like this animal. 	<ol style="list-style-type: none"> 1. Accurate sentences and demarcation 2. Pronouns are used to make reference to a subject e.g. they. 3. Co-ordination is used to join clauses together (and). 4. Simple description (adjectives) for informative/factual detail (appearance) 	<ol style="list-style-type: none"> 1. Simple present tense 2. Question marks to form titles/subheadings- What do they eat? Where do they live? 3. Technical (Tier 3) vocabulary is used to add detail to the text e.g. claws, mane, venom.
Misconceptions: <ul style="list-style-type: none"> - Use of phonics leading to misspelling of high frequency/technical words. - Absence of capital letters – specifically for places of origin e.g. Africa. - Use of capital letters for nouns e.g. tiger. - Moving from third to first person within the text. 			


<ul style="list-style-type: none"> - Writing subjectively – using own opinion. - Using adjectives for emotional effect rather than technicality e.g. funny, sad, silly. 			
New Learning Cycle 2: Narrative – fairy - tale		Purpose: To inform	Audience:- children who love fairy tales
Toolkit:			
Generic Procedural:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Simple narratives and retellings are told/ written in first or third person. • Simple narratives are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing <p>Common structure:</p> <ul style="list-style-type: none"> - Opening (beginning) - Conflict/Problem (middle) - Resolution (end) <p>Fairy-tale:</p> <ul style="list-style-type: none"> - Vague setting (once upon a time, A long, long time ago) - Events retell what happen to a main character in chronological order - Hero/heroine is often searching for something (a home, love, acceptance, wisdom) • Happy ending 		<ul style="list-style-type: none"> • 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. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Use of conjunctions e.g. and, but, because to join ideas and create variety in the sentence structure. • Simple description is used to add detail • Use of exclamation marks to indicate emotions such as surprise or shock • Use of the pronoun ‘I’ to retell personal narratives. E.g. I went to the park yesterday 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Imagine your room transforms like Max’s did. Create a fairy - tale story to explain where you were taken and what you found there. What did the creatures who inhabited the island look like? 2. Create a new story where you travel to a new fairy-tale. 3. Adapt/change/innovate a well-known fairy-tale. 	<ol style="list-style-type: none"> 1. Received a letter from a fairy-tale creature explaining that an evil character is trying to spoil their happiness. 2. Received a request for help from a fairy-tale creature in need of a new home. 3. Advert shared that a new fairy-tale creature is roaming around in the woods and the other creatures need your help. 	<ol style="list-style-type: none"> 1. Accurate sentences demarcated with the appropriate punctuation 2. Simple Past tense 3. Third Person. 4. Adjectives - detail 5. Exclamation marks. 6. Conjunctions is used to join clauses together (and). 	<ol style="list-style-type: none"> 1. Words and phrases to add a sense of danger. 2. Story language – once upon a time, there lived, there once was, a long time ago.
Misconceptions:			
<ul style="list-style-type: none"> - Story sequencing – language of chronology should be carefully considered to move the story onto the next sequence. - Incorrect formation of an exclamation mark - Shift in tense - Absence of capital letters and full stops when writing more detailed sentences 			

Term: Summer 1 Genres:- <ul style="list-style-type: none"> Poem Letter in role of a character 	Project: Enchanted Woodland	Book Links: <ul style="list-style-type: none"> <i>Hansel and Gretel</i> <i>The Gruffalo</i>- Julia Donaldson <i>The Night Gardener</i> by the Fan Brothers <i>Into the Forest</i>- Anthony Browne 	Visual Literacy: <ul style="list-style-type: none"> Hansel and Gretel (Once upon a Picture): https://www.onceuponapicture.co.uk/portfolio_page/hansel-and-gretel/ https://www.onceuponapicture.co.uk/portfolio_page/summer-night/ https://www.onceuponapicture.co.uk/portfolio_page/cottage-woods/ https://www.bbc.co.uk/iplayer/episode/b00pk64x/the-gruffalo Gruffalo animation
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New Learning Cycle 1: Acrostic poem	Purpose: To entertain	Audience:- children who enjoy poetry
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Toolkit:

Generic Setting Description: <ul style="list-style-type: none"> Acrostic poems are a type of poetry where the first, last or other letters spell out a word or phrase. The most common form of acrostic poems spells out a word using the first letters of each line. The poem does not have to rhyme or have a specific meter, although it could be added The lines of the poem are usually surrounding the theme of the word that is being spelt out. each letter of the word that is being spelt out uses a capital letter. 	Grammatical/ Language Features: <ul style="list-style-type: none"> Capital letters are used at the start of a sentence and for all letters of an acrostic word. Full stops at the end of a statement/simple sentence. description is used to add detail
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Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
1. Poem about any of the following: <ul style="list-style-type: none"> Woodland creature Woodland setting Mythical woodland creature 2. The gardener from the 'Night gardener'.	1. Share sample acrostic poems 	1. Presentation – handwriting and finger spaces used appropriately to allow the poem to be read. 2. Letter formation – focusing on capital letter for chosen acrostic word. 3. Simple description to add detail (adjectives)	1. Layout Device – letters of the word laid out vertically using capital letters. 2. Vocabulary - Chosen acrostic word/associated words – linked to a theme/topic.

Misconceptions:

- Use of phonics leading to misspelling of high frequency words.

New Learning Cycle 2: Letter in role (e,g The Night Gardener)	Purpose: To inform	Audience:- the gardener from the story	
Toolkit:			
Generic Features		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Written in first person • Written in the past tense • Typical characters whether imagined or real • Specific language choices help create realistic- sounding characters e.g. adjectives • Letter is sequenced and written in a chronological order. 		<ul style="list-style-type: none"> • Written in the first person. • Written in the past tense • Apostrophes to show possession Eg. Goldilocks couldn't believe her eyes. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including 'and', 'but', because', are used to join ideas and enable subordination of ideas, creating variety in sentence structure. • Noun phrases to create description • Verbs should be chosen for effect 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Asking the gardener why does he create his creations during the night? 2. Why does he not allow anyone to see him? 3. Why does he make such beautiful pieces? 	<ol style="list-style-type: none"> 1. Share the story- discuss what is a gardener, what is their purpose, why do people have gardeners? 2. Become gardeners for the day- use space around school to plant some vegetables. 	<ol style="list-style-type: none"> 1. Accurate sentences demarcated correctly 2. Simple descriptive language (adjectives) 3. Co-ordination to join clauses together (and) 	<ol style="list-style-type: none"> 1. Read back work to check it makes sense and editing (Year 1 greater depth) 2. Opportunity to revisit all Year 1 objectives and any other weaknesses.
Misconceptions: <ul style="list-style-type: none"> - Using adjectives to correctly describe appearance vs personality/manner. - Consistent tense and person - Placement of an apostrophe 			

Term: Summer 2 Genres: - <ul style="list-style-type: none"> • Diary entry • Adventure story 	Project: Dinosaur Planet	Book Links: <ul style="list-style-type: none"> - <i>Where the Wild Things Are</i> – Maurice Sendak - <i>The Dinosaur Who Lost His Roar</i> - <i>The Dinosaur That Pooped the Planet</i> – Tom Fletcher - <i>Tyrannosaurus Drip</i> – Julia Donaldson - <i>Dylan’s Amazing Dinosaurs</i>- E.T Harper 	Visual Literacy: <ul style="list-style-type: none"> - Dinosaur visit (FX Guru App) - Dino Ride: https://www.onceuponapicture.co.uk/portfolio_page/dino-ride/ - You’re Gonna Need a Bigger Boat: https://www.onceuponapicture.co.uk/portfolio_page/youre-gonna-need-a-bigger-boat/
New Learning Cycle 1: Diary Entry	Purpose:- to inform/to refelect	Audience:-	
Toolkit:			
Generic Narrative:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Salutation e.g. Dear diary... • Orientation (scene-setting) e.g. Scene-setting or establishing context e.g. On Thursday 2nd November we went to the park. • An account of the events that took place, often in chronological order e.g. First, next, after that, finally. • Some additional detail about each event e.g. Then we ate yummy ice cream by the pond. • Reorientation - a closing statement that may include elaboration e.g. It was a fantastic day. I hope that we can go back soon. • Farewell e.g. Hopefully I will go back there again. – Max 		<ul style="list-style-type: none"> • First person is used for personal recounts • Usually written in past tense e.g. we went, we had, we saw. • Co-ordination is used to join clauses (and) • Simple description is used to add detail • Use of capital letters for names, places and the pronoun ‘I’. • Sentences demarcated with a capital letter, full stop and finger spaces • Question marks can be used to form questions- I said to Mum can I have a biscuit? • Use of exclamation marks to indicate emotions such as surprise or shock 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Write a diary entry (in character) as Max. Describe your day with the wild things. 2. Write a diary entry (in character) as the dinosaur who lost his roar – describing how you felt. 3. Write a diary entry (in character) as Tyrannosaurus Drip. Retell the events of the story. 4. Write a diary entry (in character) as Dylan recounting one of his dinosaur adventures 	<ol style="list-style-type: none"> 1. Drama- children act out the story or create a new section to the story 2. Find a Max/Tyrannosaurus Drip/Sid/Dylan’s diary up to the day before they went on their adventure. Receive a video from that character asking for a diary entry to be filled on for them on that day. 3. Receive the first page of a diary entry from Max/Drip/Sid/Dylan which ends abruptly as they set off on their adventure. 	<ol style="list-style-type: none"> 1. Accurate Sentences- capitals, full stops, finger spaces 2. Simple Past tense 3. Language of chronology and chronological order. 4. First person e.g. I went /Third Person e.g. They walked away. 5. Co-ordination is used to join clauses together (and). 	<ol style="list-style-type: none"> 1. Salutations e.g. Dear Diary... 2. Reorientation Statement- ‘It was such a fantastic day’ 3. Farewell statement (close) e.g. Hopefully I can go back soon. – Max 4. Read back work to check it makes sense and editing (Year 1 greater depth)
Misconceptions: <ul style="list-style-type: none"> - Switching tense e.g. I played/ I play. - Moving from first person to third person e.g. I got on the boat / Max got on the boat. Third person should only be used when referring to another group in relation to the central speaker. 			

New Learning Cycle 2: Adventure Story	Purpose: To entertain	Audience: KS1 children who like action/adventure stories	
Toolkit:			
Adventure Narrative:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Simple narratives and retellings are told/ written in first or third person. • Simple narratives are told/ written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing <p>Common structure:</p> <ul style="list-style-type: none"> - Opening (beginning) - Conflict/Problem (middle) - Resolution (end) <p>Adventure:</p> <ul style="list-style-type: none"> - series of exciting events - ‘action’ vocabulary 		<ul style="list-style-type: none"> • 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. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Use of conjunctions e.g. and, but, because to join ideas and create variety in the sentence structure. • description is used to add detail • Use of exclamation marks to indicate emotions such as surprise or shock • Question marks can be used to form questions EG. Who are you? said the wolf. 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 4. Imagine your room transforms like Max’s did. Create a story to explain where you were taken and what you found there. What did the creatures who inhabited the island look like? 5. Create a new story where you travel to an island full of dinosaurs. What is the problem? How will it be resolved. 6. Use the picture ‘Dino Ride’ as a stimulus for a new story. 7. Write a new story about one of Dylan’s dinosaur adventures with a new dinosaur- create a new story to add to the book series. 	<ol style="list-style-type: none"> 4. Receive a newspaper report advising that there is an unidentified creature roaming around the local area. Read descriptions for the creature e.g. sharp, terrible claws. Share the story of <i>Where the Wild Things Are</i> to identify the creature. 5. Received a diary entry written by Max about his journey with the wild things. Learn about his story by reading through the text. 6. Children dress as a dinosaur explorer for a dinosaur themed day where children go on an adventure 7. Meet a dinosaur (company with dinosaur costumes) 	<ol style="list-style-type: none"> 1. Accurate sentences demarcated with the appropriate punctuation 2. Simple Past tense 3. Third Person. 4. Adjectives – effect, descriptive 5. Question and exclamation marks. 6. Conjunctions is used to join clauses together (and, but, because, so, or). 7. ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing 	<ol style="list-style-type: none"> 1. Words and phrases to add a sense of danger. 2. Read back work to check it makes sense and editing (Year 1 greater depth)
<p>Misconceptions:</p> <ul style="list-style-type: none"> • Story sequencing – language of chronology should be carefully considered to move the story onto the next sequence. • Incorrect formation of an exclamation/question mark • Shift in tense • Absence of capital letters and full stops when writing more detailed sentences 			