**Autumn Term**

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| Class Text | Whatever Next  (4 weeks) | | Peace at last  (3 weeks) | | The Snail and the Whale  (3 weeks) | | The Stickman  (4 weeks) | |
| GENRE  DURATION | Retelling | Narrative | Retelling | Narrative | Postcard | Fact file | Narrative | Letter |
| POSSIBLE TEXTS AND TOPICS | **Class text** | | **Class text** | | **Class text**  **Examples of postcards**  **Examples of fact files** | | **Class text**  **Examples of letters** | |
| VOCABULARY, GRAMMAR, PUNCTUATION | VPG:   * I can compose a sentence orally and attempt to write it. * I can separate my words with spaces. * I can use a full stop at the end of my sentence. * I can use a capital letter at the beginning of my sentence. | | VPG:   * I can compose a sentence orally and attempt to write it. * I can separate my words with spaces. * I can use a full stop at the end of my sentence. * I can use a capital letter at the beginning of my sentence. | | VPG:   * I can compose a sentence orally and attempt to write it. * I can separate my words with spaces. * I can use a full stop at the end of my sentence. * I can use a capital letter at the beginning of my sentence. | | VPG:   * I can begin to sequence sentence to form short narratives. * I can separate my words with spaces. * I can use a full stop at the end of my sentence. * I can use a capital letter at the beginning of my sentence. | |
| SPELLING OBJECTIVES | Follow Sounds-Write programme following initial assessments of children’s phonic knowledge  Year 1 High Frequency Words  Days of the week | | | | | | | |
| OUTCOMES: | * To produce an accurate retelling of the class text. * To produce a simple narrative based on the class text. | | * To produce an accurate retelling of the class text. * To produce a simple narrative based on the class text. | | * To write a coherent postcard based on the class text. * To produce an informative fact file based on the class text. | | * To produce a simple narrative based on the class text. * To write a coherent letter based on the class text. | |

**Spring Term**

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| Class Text | Dogger  (3 weeks) | | Lost and Found  (3 weeks) | | Lighthouse Keepers Lunch  (5 weeks) | | |
| GENRE  DURATION | Narrative | Fact File | Poem | Diary | Instructions | Narrative | Diary entry |
| POSSIBLE TEXTS AND TOPICS | **Class text**  **Examples of fact files** | | **Class text**  **Examples of poetry**  **Examples of diary entries** | | **Class text**  **Examples of instructions** | **Class text** | **Class text**  **Examples of diary entries** |
| VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES | VPG:   * I can use capital letters for proper nouns and the pronoun I. * I can begin to use and to join words. * I can recognise and use question marks in writing. | | VPG:   * I can use capital letters for proper nouns and the pronoun I. * I can begin to use and to join words. * I can recognise and use exclamation marks in my writing. | | VPG:   * I can begin to use and to join words and clauses. * I can begin to use and to join words and clauses. | VPG:   * I can use capital letters for proper nouns and the pronoun I. * I can recognise and use question marks in writing. | VPG:   * I can use capital letters for proper nouns and the pronoun I. * I can recognise and use exclamation marks in my writing. |
| SPELLING OBJECTIVES | Follow Sounds-Write programme following initial assessments of children’s phonic knowledge  Year 1 High Frequency Words  Adding -s and -es to words  Compound words | | | | | | |
| OUTCOMES: | * To produce a simple narrative based on the class text. * To produce an informative fact file based on the class text. | | * To produce a well structured poem based on the class text. * To produce a detailed diary entry based on the class text. | | * To produce a set of clear and well organised instructions. * To produce a simple narrative based on the class text. * To produce a detailed diary entry based on the class text. | | |

**Summer Term**

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| Class Text | Handa’s Surprise  (4 weeks) | | Anna Hibiscus’ Song  (3 weeks) | | Where the wild things are  (5 weeks) | |
| GENRE  DURATION | Narrative  (3 weeks) | Instructions  (1 weeks) | Narrative  (2 weeks) | Poem  (1 week) | Recount  (2 weeks) | Narrative  (3 weeks) |
| POSSIBLE TEXTS AND TOPICS | **Class text**  **Examples of instructions** | | **Class text**  **Examples of poetry** | | **Class text** | **Class text** |
| VOCABULARY, GRAMMAR, PUNCTUATION AND SPELLING OBJECTIVES | VPG:   * I can use suffixes to show plural nouns. * I can use compound words in my writing. * I can use the prefix un- to change the meaning of verbs and adjectives. | | VPG:   * I can add suffixes to verbs. * I can use compound words in my writing. * I can use the prefix un- to change the meaning of verbs and adjectives. | | VPG:   * I can use suffixes to show plural nouns. * I can use compound words in my writing. * I can use the prefix un- to change the meaning of verbs and adjectives. | VPG:   * I can add suffixes to verbs. * I can use compound words in my writing. * I can use the prefix un- to change the meaning of verbs and adjectives. |
| SPELLING OBJECTIVES | Follow Sounds-Write programme following initial assessments of children’s phonic knowledge  Year 1 High Frequency Words  Prefix un- | | | | | |
| OUTCOMES: | * To produce a simple narrative based on the class text. * To produce a clear set of instructions. | | * To produce a simple narrative based on the class text. * To produce an entertaining and descriptive poem based on the class text. | | * To produce a detailed recount of a personal experience. * To produce a simple narrative based on the class text. | |