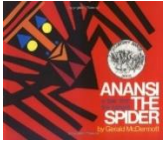

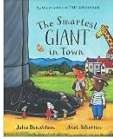

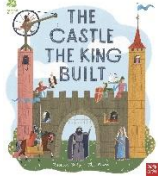
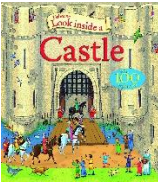
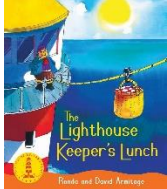

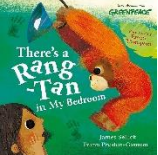
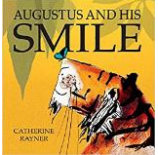
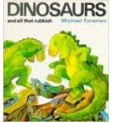

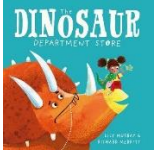


Writing			Year 1		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>Anansi the Spider:</p>  <p>Notting Hill Carnival:</p>	 <p>The Smartest Giant in Town:</p>  <p>There's a Lion in my Cornflakes:</p>	 <p>The Castle the King Built:</p>  <p>Look Inside a Castle:</p>	 <p>The Lighthouse Keeper's Lunch:</p>  <p>Tadpole's Promise:</p>	 <p>There's a Rang Tan in my Bedroom:</p>  <p>Augustus and his Smile:</p>	 <p>Dinosaurs and all that Rubbish:</p>  <p>Dinosaur Lady:</p>  <p>The Dinosaur Department Store:</p>
<p>Read, Write, Inc: Children spend the first half of the Autumn term working on their writing within their Read, Write, Inc. groups. This encourages the children to use their Fred Fingers to spell words accurately, gives them opportunities to hold and remember sentences and begins to develop their composition linked directly to their Read, Write, Inc. storybook.</p> <p>Provision-based writing: Because of the free-flow continuous provision used in Year 1 during the Autumn term, the children have writing tasks and</p>	<p>Read, Write, Inc: Children continue working on their writing within their Read, Write, Inc. groups. This encourages them to use their Fred Fingers to spell words accurately, gives them opportunities to hold sentences and begins to develop their composition linked directly to their Read, Write, Inc. storybook.</p> <p>Character description: LI: To engage with a text. (2 lessons) LI: To identify physical and personal character traits. (2 lessons)</p>	<p>Read, Write, Inc: Children continue working on their writing within their Read, Write, Inc. groups. This encourages them to use their Fred Fingers to spell words accurately, gives them opportunities to hold sentences and begins to develop their composition linked directly to their Read, Write, Inc. storybook.</p> <p>Captions: LI: To use clues to make a prediction. (2 lessons) LI: To engage with a text. (2 lessons) LI: To infer a character's thoughts and feelings. (2 lessons)</p>	<p>Read, Write, Inc: Children continue working on their writing within their Read, Write, Inc. groups. This encourages them to use their Fred Fingers to spell words accurately, gives them opportunities to hold sentences and begins to develop their composition linked directly to their Read, Write, Inc. storybook.</p> <p>Instructions: LI: To engage with a text. LI: To orally rehearse and role play instructions. LI: To use time adverbials to sequence instructions. LI: To apply features of instructions.</p>	<p>Read, Write, Inc: Children continue working on their writing within their Read, Write, Inc. groups. This encourages them to use their Fred Fingers to spell words accurately, gives them opportunities to hold sentences and begins to develop their composition linked directly to their Read, Write, Inc. storybook.</p> <p>Persuasive Letter: LI: To engage with a text. (2 lessons) LI: To identify problems from a story. LI: To explain using because. (2 lessons)</p>	<p>Read, Write, Inc: Children continue working on their writing within their Read, Write, Inc. groups. This encourages them to use their Fred Fingers to spell words accurately, gives them opportunities to hold sentences and begins to develop their composition linked directly to their Read, Write, Inc. storybook.</p> <p>Narrative – retelling: LI: To engage with a text. LI: To use their senses to describe a setting. LI: To use verbs to describe action. (2 lessons) LI: To ask and answer questions in role.</p>

<p>focused time with adults each week to build their writing stamina, composition and ideas.</p> <p>Narrative (retelling): LI: To engage with the setting of a text. LI: To describe a scene. LI: To engage with a character. LI: To describe a character. LI: To interpret a story. LI: To engage with a story. LI: To make a prediction about a text. LI: To engage with a story. LI: To make a prediction about a text. LI: To talk in role. LI: To sequence a narrative. LI: To retell a narrative (4 lessons).</p> <p>Instructions – Fruit Punch LI: To orally rehearse and make fruit punch. LI: To write a set of instructions, including an ingredients list.</p>	<p>LI: To use adjectives to describe a character. (3 lessons)</p> <p>Letter: LI: To describe emotions. (2 lessons) LI: To write a letter. (3 lessons)</p> <p>Narrative – retell: LI: To engage with a text. (2 lessons) LI: To use noun phrases to describe characters. (2 lessons) LI: To use description to retell the story. LI: To use conjunctions to extend ideas (and). (2 lessons) LI: To orally rehearse retelling the story. LI: To use description to retell the story. (5 lessons)</p> <p>Instructions: LI: To understand the key features of a set of instructions. (2 lessons) LI: To make a melted snowman biscuit. LI: To use verbs to instruct. (2 lessons) LI: To orally rehearse a set of instructions. LI: To write a set of instructions using time adverbials and prepositional phrases. (4 lessons)</p>	<p>LI: To use captions for an image and describe the purpose. (3 lessons)</p> <p>Non-chronological report: LI: To understand the features of a non-chronological report. (2 lessons) LI: To write questions. (2 lessons) LI: To use verbs to describe action in a scene. (2 lessons) LI: To use subheadings to show where different information is. (2 lessons) LI: To use capital letters and full stops to write facts. (2 lessons) LI: To apply features of instructions. (3 lessons) LI: To edit and improve my work. (2 lessons) LI: To apply features of a non-chronological report. (3 lessons) LI: To edit and improve my work. (2 lessons)</p>	<p>Narrative – retelling: LI: To use noun phrases to describe Mr Grinling. (2 lessons) LI: To ask and answer questions in role. LI: To extend sentences using and and but. LI: To understand the purpose of a capital letter and a full stop. LI: To use verbs to describe action. (2 lessons) LI: To plan a story retell. LI: To apply the features of a narrative. (4 lessons) LI: To edit and improve my work. (2 lessons)</p> <p>Setting description: LI: To identify nouns from a setting. LI: To identify adjectives from a setting. LI: To use noun phrases to describe the pond. LI: To use verbs to write sentences. LI: To plan a setting description. LI: To apply features of description. (2 lessons) LI: To edit and improve my work. (2 lessons)</p>	<p>LI: To describe emotions and reasons using 'and'. (2 lessons) LI: To apply features of a letter. (5 lessons) LI: To read a letter aloud.</p> <p>Narrative – retelling: LI: To engage with a text. LI: To use adjectives and alliteration to describe nouns. LI: To use the suffixes –er and –est to write descriptively. LI: To use the prefix un to create adjectives. LI: To use past tense verbs. LI: To use verbs to describe action. LI: To use conjunctions to connect ideas. LI: To plan a retelling of Augustus and his Smile. LI: To apply features of a narrative. (4 lessons) LI: To edit and improve my work.</p>	<p>LI: To use a question mark. LI: To identify a character's feelings. LI: To apply features of a narrative. (5 lessons)</p> <p>Journal of discovery: LI: To engage with a text. LI: To use verbs and adverbs. LI: To write in the past tense. LI: To write in first person. (2 lessons) LI: To use adjectives to describe. LI: To write questions. LI: To share their journals.</p> <p>Poetry: LI: To engage with a text. LI: To use verbs to write a poem. (2 lessons) LI: To plan a description. LI: To use adjectives to write a description. (2 lessons) LI: To publish their writing. (2 lessons)</p> <p>Letter LI: To write a letter. (2 lessons)</p>
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