

## Year 1 Coverage of Writing Skills 2020-21

Assessed piece =			
	Persuade	Inform	Entertain
Autumn 1	<u>Eliot Midnight Super Hero</u>  Letter	<u>My Amazing Body</u>  Senses fact file	<u>Eliot Midnight Super Hero</u>  Narrative
New writing skill	<ul style="list-style-type: none"> <li>• Purpose of the text is to persuade</li> <li>• Captions</li> <li>• Labels</li> <li>• Reading work to an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose to inform</li> <li>• Capital Letters</li> <li>• Full stops</li> <li>• Headings</li> <li>• Technical language</li> <li>• Question mark / headings</li> <li>• Facts under headings</li> </ul>	<ul style="list-style-type: none"> <li>• Oral rehearsal of sentences before writing.</li> <li>• Re reading work to ensure it makes sense.</li> <li>• Combine words to make a sentence</li> <li>• Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</li> <li>• Story mountain - 3 part</li> <li>• Checking for coherence</li> </ul>
Autumn 2	<u>Space Tortoise</u>  Persuasive poster - keep the park tidy	<u>Space Tortoise - Instructions</u>  How to make a rocket	<u>Space Tortoise</u>  Diary entry of the Tortoise
New writing skill	<ul style="list-style-type: none"> <li>• Question marks</li> <li>• Exclamation marks</li> <li>• Sentence structure</li> <li>• suffixes 'ing' within in writing.</li> <li>• Persuasive language</li> </ul>	<ul style="list-style-type: none"> <li>• To understand it is a step by step, sequenced guide about how to do something.</li> <li>• Use of a bossy verb/command sentence</li> <li>• Bullet points/lists</li> <li>• Purpose is to instruct</li> <li>• Sentence structure and capital letters and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing in the first person</li> <li>• Personal pronoun I</li> <li>• Ordering writing to follow the story</li> <li>• suffix "ed" within writing.</li> <li>• Time connectives - first next then after that last of all</li> <li>• Using because</li> </ul>
Spring 1	<u>Habitat of tigers</u>  How tigers are dying out due to loss of habitat and what we can do.	<u>Tiger - non-fiction</u>  Non-chronological report on Tigers	<u>Tiger Who Came to Tea</u>  Narrative - innovation of story
New writing skill	<ul style="list-style-type: none"> <li>• Purpose of the text is to persuade.</li> <li>• Headings</li> <li>• Subheadings</li> <li>• Labels</li> <li>• Captions</li> <li>• Using but /because</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose of the text is to inform</li> <li>• Chunking similar facts together to create coherence - headings</li> <li>• Captions / Labels</li> </ul>	<ul style="list-style-type: none"> <li>• Capital letters</li> <li>• Full stops</li> </ul>

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		<ul style="list-style-type: none"> <li><i>Making notes - identifying technical vocabulary</i></li> <li><i>Proof reading to check for accuracy</i></li> </ul>	
<b>Spring 2</b>	<u>Little Red Riding Hood</u>  Letter - why the wolf should be allowed back into the woods	<u>Houses from the past</u>  Recount of trip / explanation text washing clothes in Victorian times	<u>Little Red Riding Hood</u>  Character description - the big bad wolf
<b>New writing skill</b>	<ul style="list-style-type: none"> <li>Persuasive language</li> <li>Letter starts and ends</li> <li>Using an exclamation mark for impact</li> <li>Use of proper nouns for names and places</li> <li>Capital letters for proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>First person</li> <li>Past tense</li> <li>Introduction answers who when where why what questions</li> <li>Sequence events and elaborate with detail</li> <li>Using and</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives</li> <li>Commas in a list</li> <li>Using prefix 'un'</li> <li>Grouping character / behaviour and what he looks like</li> </ul>
<b>Summer 1</b>	<u>Bog Baby</u>  Letter to Mum saying sorry and what children should do if they find a wild animal.	<u>Looking after a puppy</u>  Non-Chronological Report	<u>Bog Baby</u>  Setting description of the magic pond
<b>New writing skill</b>	<ul style="list-style-type: none"> <li>Letter layout</li> <li>Using an exclamation mark for impact</li> <li>Use of proper nouns for names and places</li> <li><i>Persuasive language</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Suffixes 'es'</i></li> <li><i>Purpose of the text is to inform</i></li> <li>Chunking similar facts together to create coherence - headings</li> <li><i>Captions / Labels</i></li> <li><i>Making notes - technical vocabulary</i></li> <li><i>Create text map with ideas under a heading</i></li> <li><i>Orally rehearsing a new sentence and checking it makes sense</i></li> <li><i>Use of capital letters and full stops</i></li> <li><i>Proof reading to check for accuracy</i></li> <li><i>Using a question mark</i></li> <li><i>Conjunctions - and but because</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Expanded noun phrase with a comma</i></li> <li><i>Using and</i></li> <li><i>Wider use of detailed vocabulary</i></li> <li><i>Past tense</i></li> <li><i>Proof reading</i></li> </ul>

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<b>Summer 2</b>	<u>London Landmarks</u>  Leaflet - Why come to London?	<u>London Landmarks - Fact File</u>  Non-chronological report	<u>Katie in London</u>  Narrative - innovation T4W
<b>New writing skill</b>	<ul style="list-style-type: none"> <li>• <i>Proper nouns</i></li> <li>• <i>Question mark</i></li> <li>• <i>Persuasive language</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Proper nouns</i></li> <li>• <i>Headings</i></li> <li>• <i>Exclamation mark</i></li> <li>• <i>Questions mark</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Proper nouns</i></li> <li>• <i>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</i></li> <li>• <i>Story mountain - 3 part</i></li> <li>• <i>Checking for coherence</i></li> <li>• <i>Innovation of a story</i></li> </ul>