

AUTUMN 1: YEAR 1
The Day the Crayons Quit

WRITING OUTCOME 1

WRITING OUTCOME:	Diary (What happened at school today?) Relate to book where there were no crayons etc.
READING LESSONS:	<p>1b. Identify and explain key aspects of fiction and nonfiction texts, such as characters, events, titles and information REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • Where/when does the story take place? • What did s/he/it look like? • Who was s/he/it? • Where did s/he/it live? • Who are the characters in the book? • Where in the book would you find...? • What do you think is happening here? • What happened in the story? <p>1c. Identify and explain the sequence of events in texts REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • What happens first in the story? • Use three sentences to describe the beginning, middle and end of this text? • You've got 'x' words; sum up this story. • Sort these sentences/paragraphs/chapter headings from the story • Make a table/chart to show what happens in different parts of the story • Why does the main character do 'x' in the middle of the story?
FEATURES:	<ul style="list-style-type: none"> • Written in the first person. E.g. First person e.g. 'I was on my way to school.' • Clear beginning, middle and ending. • Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives. Simple recounts and retellings can be written about experiences with which pupils are familiar. • These should: <ul style="list-style-type: none"> ○ Use the past tense accurately. ○ Use the conjunction 'and' to join sentences. ○ Begin to use full stops, question marks and exclamation marks where appropriate ○ Use capital letters for names of people, places, days of the week and the personal pronoun 'I'
GRAMMAR FOCUS:	<p>Capital letters</p> <p>Full stops</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
MODELLING:	<ul style="list-style-type: none"> ▪ Can write their first name with appropriate upper and lower case letters. ▪ Can form all letters clearly. ▪ Can show control over word order.
SPELLING RULE:	See spelling overview.

WRITING OUTCOME 2a	
WRITING OUTCOME:	List (Listing items that the crayons would need to take on holiday)

WRITING OUTCOME 2	
WRITING OUTCOME:	Letter (As another classroom item on strike)
READING LESSONS:	<p>1c. Identify and explain the sequence of events in texts REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • What happens first in the story? • Use three sentences to describe the beginning, middle and end of this text? • You've got 'x' words; sum up this story. • Sort these sentences/paragraphs/chapter headings from the story • Make a table/chart to show what happens in different parts of the story • Why does the main character do 'x' in the middle of the story? <p>1d. Make inferences from the text REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • What makes you think that? • Which words give you that impression? • How do you feel about...? • Can you explain why...? • I wonder what the writer intended? • I wonder why the writer decided to...? • What do these words mean and why do you think the author chose them?
FEATURES:	<ul style="list-style-type: none"> • Written in the first person. E.g. First person e.g. 'I was on my way to school.' • Clear beginning, middle and ending. • Although, the Year 1 curriculum asks pupils to sequence sentences to write short narratives. Simple recounts and retellings can be written about experiences with which pupils are familiar. • These should: <ul style="list-style-type: none"> ○ Use the past tense accurately. ○ Use the conjunction 'and' to join sentences. ○ Begin to use full stops, question marks and exclamation marks where appropriate ○ Use capital letters for names of people, places, days of the week and the personal pronoun 'I'
GRAMMAR FOCUS:	<p>Conjunctions</p> <p>Question marks</p> <p><i>*Staff to also adapt lessons to the needs of the children. These may be areas of agreed focus from pupil progress meetings, assessments or marking.</i></p>
MODELLING:	<ul style="list-style-type: none"> ▪ Can use any conjunction to join two simple sentences. ▪ Can use appropriate vocabulary in more than three statements. ▪ Can usually give letters a clear and regular size (ascenders and descenders).
SPELLING RULE:	See spelling overview.