

Year 1 Writing/SPAG Genre Yearly Overview

Term	Text	Incidental Writing	Extended Writing	SPAG Objectives
In addition to all books outlined in the overview, a variety of images, texts, and extracts from novels will be used in Whole Class Guided Reading Sessions (WCGR)				
Autumn 1 Question: Where do the leaves go in Winter?	Fiction/ Black History - <i>Meesha Makes Friends</i> – by Tom Percival	<ul style="list-style-type: none"> • Write a simple phrase or sentence to explain what they like doing and what qualities they have. • Pupils write sentences to describe Meesha. • Pupils to write tips on how to make friends. • Pupils to write a thought bubble to describe what Meesha is thinking. • Pupils sequence images and write words to describe how Meesha is feeling at different points in the story. • Pupils to plan their diary entries to retell events in the story. 	<p>Pupils write their own verse of the poem and read them aloud.</p> <p>To write a diary entry in the first person (Meesha) based on events in the story.</p> <p>Pupils to write their own speech bubbles and check they have used finger spaces, capital letters and full stops for each of their sentences.</p> <p><u>Feature Keys:</u></p> <ul style="list-style-type: none"> • Some simple description. • First person (based on own experiences). • Begin to link events using ‘and’ • Events in order • Past tense 	<p><u>Gateway Keys:</u> <u>(Reception basic skills)</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. <p><u>Mastery Keys: Y1 NC objectives</u></p> <ul style="list-style-type: none"> • Combine words to make sentences. • Leave spaces between words. • Begin to use capital letters and full stops. • Use capital letters for names of people and the

				personal pronoun 'I'.
<p>Autumn 2</p> <p>Question: Marvellous Monarchs – What made Queen Elizabeth II marvellous?</p>	<p>Fiction – Katie in London by James Mayhew</p>	<ul style="list-style-type: none"> • Pupils label their own image of London with words or phrases focusing on spelling words with previously taught phonemes. • Pupils write their own sentences about the Tower of London. • Pupils write own sentences into their books using and to join words. • Pupils write sentences about what Katie can see using the pronoun she. • Pupils write about their favourite sights. 	<p>Pupils write a postcard back to Katie to tell them about their hometown.</p> <p>Pupils write a postcard home from Katie's point of view.</p> <p>To write a non-chronological report about London using information gathered from the texts.</p> <p>Feature Keys:</p> <ul style="list-style-type: none"> • Write simple sentences linked to the topic. • Write in the present tense. • Link ideas through subject or pronoun 	<p>Gateway Keys:</p> <ul style="list-style-type: none"> • Combine words to make sentences. • Use capital letters for names of people and the personal pronoun 'I'. • Leave spaces between words. • Begin to use capital letters and full stops. <p>Mastery Keys: Y1 NC objectives</p> <ul style="list-style-type: none"> • Join words using and. • Punctuate sentences using a capital letter and a full stop. • Use capital letters for names of people and places. • Sequence sentences (link ideas or event by pronoun).

<p>Spring 1</p> <p>Question: What makes our local area unique?</p>	<p>Fiction – <i>The Lion Inside</i> by Rachel Bright and Jim Field</p>	<ul style="list-style-type: none"> • Pupils write a short story based on class predictions. • Pupils to write about everything they can see in the setting. • Pupils write their own statements about mouse and questions for the mouse. • Pupils write their own statements and questions about the lion. 	<p>Pupils write their own recount of the journey.</p> <p>Write a short narrative, in the form of a letter, for the authors detailing their likes/ dislikes.</p> <p>To write a story about a small animal (mouse) who befriends a large animal in the African savannah</p> <p><u>Feature Keys:</u></p> <ul style="list-style-type: none"> • Use some story language. • Include and describe new characters. • Include and describe the setting. • Write simple sentences in sequence (link ideas with pronouns). • Include a beginning, middle and end. 	<p><u>Gateway Keys:</u></p> <ul style="list-style-type: none"> • Compose a sentence orally before writing it. • Join words using and. • Use plural noun suffixes –s and -es. • Punctuate sentences using a capital letter and a full stop. • Use capital letters for names of people. • Leave spaces between words. <p><u>Mastery Keys: Y1 NC objectives</u></p> <ul style="list-style-type: none"> • Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks. • Join words and clauses using and. • Some accurate use of the prefix un-. • Add suffixes where no change is needed to the root
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				word e.g. -ed, -ing, -er, -est.
<p>Spring 2</p> <p>Question: Why are explorers' brave people?</p>	<p>Fiction – Beegu by Alexis Deacon</p>	<ul style="list-style-type: none"> • Pupils write their own captions to describe each image thinking of two sentences for each and combining them with and. • Pupils write their own lost poster for Beegu including a picture. • Pupils write their own message to the teacher asking her to let Beegu stay. • Pupils write their own messages from Beegu back to the children in the story. 	<p>Pupils write their own postcard from Beegu to her family.</p> <p>To write their own version of the story with a new lost creature.</p> <p><u>Feature Keys:</u></p> <ul style="list-style-type: none"> • Use some story language. • Include and describe a character. • Include and describe the setting. • Write simple sentences in sequence. • Include a beginning, middle and end. 	<p><u>Gateway Keys:</u></p> <ul style="list-style-type: none"> • Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks. • Use 'and' between words and some clauses. • Some accurate use of the prefix un. • Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est. • Leave spaces between words. <p><u>Mastery Keys: Y1 NC objectives</u></p> <ul style="list-style-type: none"> • Join words and clauses using and. • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

				<ul style="list-style-type: none"> Add suffixes where no change is needed to the root word e.g. -ed, -ing, -er, -est.
<p>Summer 1</p> <p>Question: Are ipads more exciting than Grandma and Grandpa's Toys?</p>	<p>Fiction – Toys in Space by Mini Grey</p>	<ul style="list-style-type: none"> Pupils to choose one toy to write a short description about. Pupils write in the third person about one of the toys and what they could hear, see and feel. Pupils use speech bubbles to write questions and statements in. Pupils to write sentences to describe their own space creature. 	<p>Pupils write from the viewpoint of one of the toys.</p> <p>To write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story.</p> <p><u>Feature Keys:</u></p> <ul style="list-style-type: none"> Use some story language. Include and describe characters. Include and describe the setting. Write simple sentences in sequence. Include a beginning, middle and end. 	<p><u>Gateway Keys:</u></p> <ul style="list-style-type: none"> Join words and clauses using and. Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Add suffixes where no change is needed to the root word e.g –ed, -er, -ing, -est. <p><u>Mastery Keys: Y1 NC objectives</u></p> <ul style="list-style-type: none"> Join words and clauses using and. Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Add suffixes where no change is needed to the root

				<p>word e.g. ed, -ing, -er, -est.</p> <ul style="list-style-type: none"> • Change the meaning of verbs and adjectives by adding the prefix un.
<p>Summer 2</p> <p>Question: Are ipads more exciting than Grandma and Grandpa's Toys</p>	<p>Fiction – A Midsummer Nights Dream by William Shakespeare (adapted by Brooke Jorden)</p>	<ul style="list-style-type: none"> • Pupils write a short description to describe the character and setting. • Pupils use class ideas to write a description of Oberon or Titania focusing on appearance. • Pupils to create their own role on the wall using words and phrases to describe Puck and questions they would like to ask him. • Pupils to write a description of Puck's appearance using pronouns to link ideas. 	<p>Pupils to write a description of Puck's personality and behaviour.</p> <p>To write a character description based on the character that they have designed to include appearance, personality and how they use their magical flower.</p> <p><u>Feature Keys:</u></p> <ul style="list-style-type: none"> • Simple description for character and setting. • Present tense. • Write simple sentences in sequence. • Link ideas through subject or pronoun e.g. Fairies have wings. They use them to fly. 	<p><u>Gateway Keys:</u></p> <ul style="list-style-type: none"> • Join words and clauses using and • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Add suffixes where no change is needed to the root word e.g. -ed, -er, -ing, -est. • Change the meaning of verbs and adjectives by adding the prefix un-. <p><u>Mastery Keys: Y1 NC objectives</u></p> <ul style="list-style-type: none"> • Join words and clauses using and. • Use simple description

				<ul style="list-style-type: none">• Sequence sentences to form short narratives (link ideas or events by pronouns).• Use capital letters for names of people and places.• Punctuate sentences using a capital letter, full stop, question mark or exclamation mark.
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