
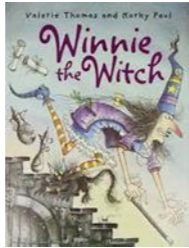


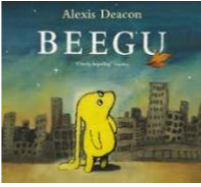
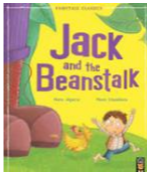
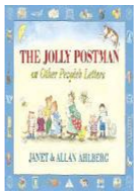

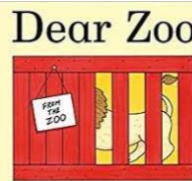














Swalecliffe Community Primary School  
Child First, Pupil Second

## Writing Curriculum – Year 1 Overview

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Genre:</b>	Welcome Project	Poetry – the senses and alliteration	Labels and captions – fictional character	Recount – Real-life event	Labels and captions – based around a foundation subject	Narrative – Story about fantasy world	Narrative – Fairy tale story	Postcard – linked to fairy tale	Narrative – description of character	Narrative – story with a familiar setting	Narrative – story from another culture with familiar language pattern	Personal Project
<b>Purpose:</b>	This will vary year-to-year.	Entertain	Inform	Make a record	Paint with words	Entertain	Entertain	Persuade/ influence or reflect	Entertain	Entertain	Entertain	Child-initiated
<b>Key Knowledge/Skills for Purpose &amp; Genre:</b>		*Grab the reader's attention	*adjectives for description *precise vocabulary choices *noun phrases *layout	*concept of a sentence *correct past tense form *written in first person	*adjectives for description *precise vocabulary choices	* Grab the reader's attention *first or third person * past tense to sequence events *Fantasy participants *typical characters, settings and events or real * 'story language', for example 'once upon a time' *conjunctions to join ideas	* Grab the reader's attention *first or third person * past tense Sequenced events *human or animal participants *typical characters, settings and events or real * 'story language', for example 'once upon a time' *conjunctions to join ideas	*question sentence *noun phrases	*Grab the reader's attention *first or third person *human or animal participants *typical characters	*Grab the reader's attention *first or third person * past tense to sequence events *human or animal participants *typical characters, settings and events or real * 'story language', for example 'once upon a time' *conjunctions to join ideas	*Grab the reader's attention *first or third person * past tense to sequence events *human or animal participants *typical characters, settings and events or real * 'story language', for example 'once upon a time'	

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>Hook: (text, film or event)</b>	Whole school hook	Dinosaur Galore by Giles Andreae 	Winnie the Witch by Valerie Thomas and Korky Paul 	Magic and Mystery Day 	The Way Back Home by Oliver Jeffers 	Beegu by Alexis Deacon 	Jack and the Beanstalk 	The Jolly Postman by Janet & Allan Ahlberg 	What to do if your House is a Zoo by John Kelly 	Dear Zoo by Rod Campbell 	Handa's Surprise by Eileen Browne 	Child-initiated
<b>Sentence Menu:</b>	Red Sentence Menu				Orange Sentence Menu				Yellow Sentence Menu			
<b>FANTASTICS</b>												

**All of Years 1 – 6 will:**

- Start the year with a welcome project.
- With the exception of Year 6, also do their poetry unit at the start of the year.
- Finish the year with a personal project.
- Each year group will cover 2 units a term.

**Other units to be covered:**

- This leaves nine other units to be covered across the year.
- This should be 5 fiction and 4 non-fiction.
- A \* notes where this unit is a STAR Writing Assessment unit.

**Purpose:**

We will cover six purposes of writing as a school – entertain, paint a picture, reflect, inform, make a record and persuade/influence.

**Hooks:**

These may include - a text, image or artefact, film, real-life event.

**Welcome Project:**

These will be a three-week project that help to settle the children into the routines of writing for the year ahead. Children learn best in reassuringly consistent classrooms and so these yearly welcome projects give teachers time to teach the structures and strategies that will be followed in their writing community throughout the year. This block of time allows teachers time to get to know their new writers and establish their writing routines. As part of this, the class will decide on the rights and responsibilities of the writer in their class. We will use a whole-school stimulus across the school.

**Poetry:**

Poetry is the mother of all genres! It's a versatile medium which informs and aids all other types of writing. Therefore, if we develop children as poets, they can also turn out to be excellent writers. Hence, this is why it's a particularly good idea to have poetry at the start of the year, since because of the compactness of a poem, children may complete several different pieces early on in the year which they will find an immediate and motivating way into writing.

**Personal Project:**

The personal project at the end of the year is central to being a 'real-world writer'. Personal projects give children freedom, time and space to write then publish pieces of writing. They should be purposeful (informative, reflective, poetic, etc). They may be experimental, maybe strange, and memorable pieces of writing that give something to the children and the community of writers that they belong to. Reading them gives teachers a sense of motivation and pleasure themselves. Most importantly, children bring their own purposes, ideas, intentions, audiences, and all that they have learnt about the craft of writing but away from the demands of class writing. Children can use the writing processes more spontaneously.

**Year 1**

Descriptive Writing (this is one of Year 1's fiction units): Description of Character (entertain)

Narrative x 4 :

- Story with familiar setting (entertain)
- Story from another culture with familiar language pattern (entertain)
- Fairy tale story (entertain)
- Story about fantasy world (entertain)

Non-Fiction:

Labels and captions – fictional character and setting (paint with words)

Labels and captions – foundation subject based (inform)

Recount – real-life event (make a record)

Postcard – linked to fairy tale or a real-life place (persuade/influence or reflect)

Poetry:

Suggested – the senses and alliteration (paint with words)