

Year One English Journey: WRITING

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Narrative	Narrative	Narrative	Narrative	Narrative	Narrative
<i>Traditional Tale</i>	<i>Story with a Familiar Setting</i>	<i>Moral Tale</i>	<i>Meeting Tale</i>	<i>Journey Story</i>	<i>Disaster Tale</i>
<p><u>The Gingerbread Man</u> Retell a simple story with predictable phrases, with a focus on sentence structure using capital letters and full stops.</p> <p>Stretch for GDS: To use time connectives to independently structure writing and begin to use some adjectives to add detail.</p>	<p><u>Voices in the Park</u> To retell part of a story from the perspective of the MC by writing in third person with varying sentence types (Exclamations and Question Marks)</p> <p>Stretch for GDS: To use a range of conjunctions to extend sentences to add more detail.</p>	<p><u>The Smartest Giant Town</u> To plan and tell a structured three part story with a focus of recognising and using nouns and proper nouns accurately.</p> <p>Stretch for GDS: To incorporate a range of different sentence types independently and accurately with the correct punctuation.</p>	<p><u>Little Charlie</u> To plan and tell a three-part sequenced story with the focus of developing noun phrases using appropriate adjectives</p> <p>Stretch for GDS: To draw upon and use new ambitious vocabulary from reading to add detail and excitement to writing.</p>	<p><u>Owl Babies</u> To write a detailed three part story with clear structure in paragraphs with a focus on using verbs to maintain past tense throughout writing.</p> <p>Stretch for GDS: To try to incorporate repeated language from other familiar stories using repeated words/phrases.</p>	<p><u>Monkey See, Monkey Do</u> To plan a three-part story using time connectives to sequence key events and a focus on extending writing using conjunctions to join clauses.</p> <p>Stretch for GDS: To write the story from a different character's perspective with clear sentence structure and engagement of the reader.</p>
Instructions	Recount	Persuasion - Advert	Discussion	Information Leaflet	Non-Chronological Report
<p><u>How to make a Gingerbread Man</u> To write a clear set of instructions including imperative verbs, commands and numbered points.</p> <p>Stretch for GDS: Try to include more instructional features e.g. lists of equipment, bullet points, time connectives.</p>	<p><u>Recount of Trip to Park</u> To write a simple first person recount of own experiences of a trip to the park, with a focus on writing in the past tense and sequential writing.</p> <p>Stretch for GDS: Expand the level of detail within recount by using ambitious descriptive language.</p>	<p><u>Advertisement for Clothing</u> To plan and create a persuasive advert to advertise the Giant's clothing using modal verbs and explanations of opinions.</p> <p>Stretch for GDS: To be able to extend sentences confidently with the use of a range of conjunctions to explain opinions.</p>	<p><u>Should animals be kept in the zoo?</u> To write clear arguments for and against with the use of interesting non-fiction sentence openers and subject specific vocabulary.</p> <p>Stretch for GDS: To complete the arguments in a different format by writing in a letter with a focus on the layout and structure of letter writing.</p>	<p><u>An Animals Babies</u> To an informative leaflet to provide information on a choice of animal's babies. Focus on the structure of leaflets with headings, sub-headings and captions.</p> <p>Stretch for GDS: Use extensive vocabulary gathered from research, reading and cross-curricular learning confidently.</p>	<p><u>The Tree Giant</u> To produce a non-chronological report in structured paragraphs with the use of factual language and bullet-points to explain different aspects of the subject.</p> <p>Stretch for GDS: Expand sentences with conjunctions and structure the report independently using subheadings to form the report.</p>

