



Hyde Park Schools Writing Map for Year 1

<p>AUTUMN ONE Content: Writing to Entertain Examining and retelling stories and poems with familiar settings and patterned language.</p> <p>Recommended texts which build upon pupils' learning in reception:</p> <ul style="list-style-type: none"> - Not Now Bernard - Where's My Teddy <p>Books with rhyme</p> <ul style="list-style-type: none"> - Jolly Postman - Each Peach Pear Plum 	<p>AUTUMN TWO Content: Writing to Inform Captions, labelling, Dictionaries, Posters Recount, Instructions.</p>	<p>SPRING ONE Content: Writing to Entertain Revision of examining and retelling stories with patterned language and familiar settings. (The Enormous Turnip)</p> <p>Examining traditional stories, including fairy tales with predictable language and endings.</p> <p>Core Texts Jack and the Beanstalk Little Red Riding Hood</p>	<p>SPRING TWO CONTENT: To inform and Entertain Information, recounts and instructions</p> <p>Core text: How to Wash a Woolly Mammoth</p> <p>Poetry Unit</p>	<p>SUMMER ONE Content: Writing to Entertain Children will examine stories from different imaginary worlds.</p> <p>Core Texts Where The Wild Things Are. The Night Pirates Harry and the Jaggedy Daggers</p>	<p>SUMMER TWO CONTENT: To inform Postcards, letters, posters, information texts including a simple leaflet.</p>
<p>Focus of Unit Sequencing ideas in a story so it makes sense</p>	<p>Focus of Unit Using factual language and continuing to reinforce sequencing in recounts and instructional texts</p>	<p>Focus of Unit Understanding the features of simple stories and using them in their writing.</p>	<p>Focus of Unit Understanding the different ways that information can be presented.</p>	<p>Focus of Unit Exploring the different characters in fantasy stories and how they are different.</p>	<p>Focus of Unit Being able to present information in different ways</p>
<p>Key Question</p>	<p>Key Question How is writing in information texts</p>	<p>Key Question What makes a good story?</p>	<p>Key Question</p>	<p>Key Question</p>	<p>Key Question</p>



<p>Why is it important to sequence ideas in stories?</p>	<p>different from that in stories?</p>		<p>What sort of information texts do people read and why</p>	<p>What are the ingredients of a fantasy story?</p>	<p>What if there wasn't any information texts? How would we cope</p>
<p>KEY SKILLS</p> <ul style="list-style-type: none"> • <i>Re –telling stories in oral visual and written form.</i> • <i>Sequencing events in their writing in the correct order.</i> • <i>Writing simple sentences.</i> • <i>Begin to use some simple adjectives.</i> • <i>Use phonic knowledge to form rhyming couplets.</i> • <i>Begin to use capital letters and full stops to demarcate sentences.</i> • <i>Use think/say/count/write check to help ensure meaning is clear,</i> 	<p>KEY SKILLS</p> <ul style="list-style-type: none"> • <i>Be able to put key facts into simple sentences.</i> • <i>Use simple factual adjectives from a given wordbank to describe something.</i> • <i>Sequence events in the right order using simple time adverbs.</i> • <i>Begin to join clauses accurately with simple conjunctions such as 'and' 'but' 'so'</i> • <i>Sequence instructions in correct order</i> • <i>Using 'bossy verbs' to write instructions</i> 	<p>KEY SKILLS</p> <ul style="list-style-type: none"> • <i>Begin to use story language in simple retelling of stories.</i> • <i>Begin to link ideas with simple conjunctions such as 'and' 'but' 'so', because, as, since</i> • <i>Begin to use simple time adverbs: next, after, soon,</i> • <i>Use simple adjectives.</i> • <i>Begin to be able to write in 1st person.</i> • <i>Use punctuation more accurately, including exclamation and question marks</i> • <i>Can check their work and with support edit their sentences.</i> 	<p>KEY SKILLS</p> <ul style="list-style-type: none"> • <i>Sequencing instructions in correct order.</i> • <i>Using 'bossy verbs' to write instructions</i> • <i>Be able to put key facts into simple sentences.</i> • <i>Use simple factual adjectives from a given wordbank to describe something.</i> • <i>Be able to write in third person and present tense with some support.</i> • <i>Be able to use simple conjunctions such as 'and' 'so' 'because' 'as' to link simple ideas.</i> • <i>Use my senses to when writing simple poems which paint a picture and suggest a certain mood.</i> 	<p>KEY SKILLS:</p> <ul style="list-style-type: none"> • <i>Use story language in simple retelling of stories.</i> • <i>State a characters motive and how a character feels.</i> • <i>Be able to put two ideas in a sentence.</i> • <i>Be able to use some simple time adverbs to link ideas between sentences and simple coordinating and subordinations</i> • <i>Use a range of simple conjunctions to link ideas within sentences.e.g.and, but, so, because, as</i> • <i>Use a range of simple adjectives to describe settings and characters</i> • <i>Begin to use some alternative words for 'said' and 'went'</i> 	<p>KEY SKILLS</p> <ul style="list-style-type: none"> • <i>Be able to put key facts into simple sentences.</i> • <i>Sequence ideas so they make sense.</i> • <i>Put to put two ideas in some sentences, using a range of simple coordinating and subordinating conjunctions.</i> • <i>Use simple tine adverbs to link sentences.</i> • <i>Use a range of simple adjectives from a given wordbank to describe something.</i>
<p>KEY LEARNING OUTCOMES Children will be able to</p> <ul style="list-style-type: none"> • Identify the settings, characters and main events in a story, and begin to understand the 	<p>KEY LEARNING OUTCOMES: Labels/lists/captions/posters. Dictionaries Children will be able to</p>	<p>KEY LEARNING OUTCOMES: Children will be able to:</p> <ul style="list-style-type: none"> • Identify the main features of a story: setting, characters, problem, main events 	<p>LEARNING OUTCOMES: Children will be able to</p> <ul style="list-style-type: none"> • Understand and use the terms 'fiction and non-fiction and be able to recognise some of the 	<p>LEARNING OUTCOMES: Children will be able to:</p> <ul style="list-style-type: none"> • Recognise the difference between real and fantasy stories. 	<p>LEARNING OUTCOMES: Children will be able to: Postcards/Letters:</p> <ul style="list-style-type: none"> • Identify and label the features of these texts



<p>term 'resolution' refers to how the story ends.</p> <ul style="list-style-type: none"> • Re-enact stories read and then be able to sequence key events in a range of stories in visual and written form. • Create short narratives where sentences are linked. • Construct and write simple sentences, with mostly one idea, beginning to use the correct punctuation. • Being able to raise a range of simple questions around a text read and answer them. • Beginning to use simple adjectives in their story writing. • Being able to read work back to ensure it makes sense. • Apply spelling strategies • Identify simple rhyming words in poems and use this knowledge to write their own rhymes. • Begin to use simple punctuation correctly. • Recognise a simple sentence has one idea. 	<ul style="list-style-type: none"> • Recognise and understand what they are and their job. • Read and use captions, labels and simple lists. and be able to write their own. • Know the purpose of a poster, identify some simple features and be able to design and make their own to convey a message. • Apply alphabetic letter knowledge to find words in simple picture dictionaries <p>RECOUNTS AND INSTRUCTIONS</p> <p>LEARNING OUTCOMES:</p> <p>Children will be able to</p> <ul style="list-style-type: none"> • Recognise and understand the generic features of a recount text. • Orally recount an event using visuals and word prompts to help them. • Read different types of recounts: a trip, events in day. • Recognise and use the language associated with recounts: time adverbs • Order and write simple events based on a first-hand experience. 	<p>and be introduced to 'climax' and know the resolution in the end of a story.</p> <ul style="list-style-type: none"> • Begin to be able to discuss characters behaviour motives and feelings and include in their writing. • Compare and contrast stories and characters. • Recognise some story language features and use it in their writing. • Re- tell stories orally and in their writing in sequence and be able to include characters motives for actions taken. • Talk and write in role as the character describing events from their point of view. • Write simple character profiles and/or wanted posters • Begin to write two idea sentences and count their ideas to help them punctuate their work. • Read their work aloud to check it makes sense and with support correct some errors 	<p>features of non-fiction texts.</p> <ul style="list-style-type: none"> • Make predictions on what a non-fiction book is about by looking at the pictures and the title. • Raise simple questions they want answered subject they are studying. • Locate information, to answer their questions, by looking at the content page, headings, pictures diagrams and finding key words told or given to them. • Make simple information books related to their project, using simple features they identified in books. • Sequence ideas/events correctly in a recount and know how to use time adverbs to help sequence their ideas. • Write a recount of a real experience applying the simple features examined in their writing. • Able to order instructions in the correct order. 	<ul style="list-style-type: none"> • Compare and contrast stories: settings, characters, plots, resolutions. • Create character profiles from stories read. • Talk and write in role, stating characters feelings and motives. • Write a diary extract as a pirate expression their thoughts and feelings. • Draw and describe their own fantasy island. • Plan and write their own fantasy story involving pirates. • Use wordbanks independently of adult support. • Check sentences are grammatically correct and make sense. • Be able to write some two idea sentences and count their ideas to help them punctuate their work. • Read their work aloud to check it makes sense and with support correct some errors 	<p>and understand the purpose and audience.</p> <ul style="list-style-type: none"> • Use the structural and language features in their writing. <p>INFORMATION TEXTS INCLUDING LEAFLETS</p> <ul style="list-style-type: none"> • Make predictions about what a non-fiction book is about by looking at the pictures and the title. • Raise a range of simple questions and locate the answers in simple texts. • Make simple information books, using visuals to help them generate their sentences and using some of the features they identified when looking at non-fiction texts: <i>labelled diagram, headings, and sub-headings.</i> • Read their work aloud to check it makes sense and with support correct some errors
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	<ul style="list-style-type: none"> • Listen to and follow a single more detailed instruction and a longer series of instructions. • Put a simple set of instructions in the correct order using visuals. • Write simple instructions • Begin to use simple punctuation correctly and be able to know a simple sentence is one idea. • Read their work aloud to check it makes sense and with support correct some errors 		<ul style="list-style-type: none"> • Write a set of instructions explaining how to make someone happy. (E.G Their teacher or parents) • Use simple punctuation correctly. • Read their work aloud to check it makes sense and with support correct some errors <p>POETRY UNIT (1 week) Learning Outcomes Children will be able to</p> <ul style="list-style-type: none"> • Discuss their own response to poems read to them: • Talk about favourite words in poems • Recognise patterns in poems. • Use word banks created to make their own poems 		
<p>Independent writing task: Retelling a story using visuals</p>	<p>Independent writing task: Writing a recount from a first-hand experience</p>	<p>Independent writing task: Writing in role as a character from a story.</p>	<p>Independent writing task: Writing a set of instructions Writing a poem</p>	<p>Independent writing task Writing their own simple fantasy story from a visual plan the children have created</p>	<p>Independent writing task Writing a simple information text.</p>