

AUTUMN 1: YEAR 1	
The Monster Machine	
WRITING OUTCOME 1	
WRITING OUTCOME:	Character Description (Wanted poster for a missing monster)
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>1a. Draw on knowledge of vocabulary to understand texts REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • What does this... word/phrase/sentence... tell you about... character/setting/mood etc? • Highlight a key phrase or line. By using this word, what effect has the author created? • In the story, 'x' is mentioned a lot. Why? • The writer uses words like ... to describe What does this tell you about a character or setting? • What other words/phrases could the author have used?
SKILLS LESSON:	<ul style="list-style-type: none"> • Use simple similes to describe e.g. He was as fierce as a lion. • Use power of 3 sentences to describe e.g. he was friendly, helpful and kind. • Use adverbs e.g. she always laughed happily. • Use simple noun phrases e.g. she had long, blonde hair. • Use some alliteration e.g. she always had a gorgeous grin. • Choose adjectives with care. • Include time of day and weather e.g. It was just before lunch on a beautiful sunny day. • Select scary settings and create dilemmas. • Use precise nouns to create a picture in the reader's mind e.g. terrier instead of dog. • Choose adjectives with care and also use a comma e.g. the tiny, delicate petals. • Use power of 3 sentences to describe e.g. the distant, glittering star. • Choose powerful verbs instead of got, came, went, said, look. • Use adverbs to describe how e.g. she whispered softly. • Draw on all the senses when describing.
GRAMMAR FOCUS:	<p>Adjectives</p> <p>Nouns</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 produce their own ideas for writing (not a retelling). ▪ Begins to show awareness of how full stops are used in writing. (May be in the wrong places or only one, final full stop.) ▪ Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders and use of upper and lower case are usually accurate).
SPELLING RULE:	See spelling overview.

WRITING OUTCOME 2	
WRITING OUTCOME:	Recount (Reuniting the monster with the other monsters)
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>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?
FEATURES:	<p>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:</p> <ul style="list-style-type: none"> • Use the past tense accurately. • First person perspective • 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' • Clear beginning, middle and ending. • An account of the events that took place, often in chronological order
GRAMMAR FOCUS:	<p>Past Tense - Simple past tense</p> <p>Personal pronouns</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 retell stories in writing. ▪ Can use logical phonics strategies when trying to spell unknown words. ▪ Can form all letters clearly.
SPELLING RULE:	See spelling overview.

WRITING OUTCOME 3	
WRITING OUTCOME:	Narrative
READING LESSONS:	<p>1e. Predict what might happen on the basis of what has been read so far REFER TO READING DOMAIN BOOKLET EXAMPLES:</p> <ul style="list-style-type: none"> • Look at the cover/title/first line/chapter headings...what do you think will happen next? How have the cover/title/first line/chapter headings...helped you come up with this idea? • What do you think will happen to the goodie/baddie/main character? Why do you think this? • What will happen next? Why do you think this? Are there any clues in the text? • Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way? • Which stories have openings like this? Do you think this story will develop in the same way? • Why did the author choose this setting? How will that effect what happens next? <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?
FEATURES:	<ul style="list-style-type: none"> • Add more ways to start the story using the 'time' starter 'one', e.g. One day; one morning etc. • Add in 'early' or 'late' e.g. 'Late one night; Early one morning...' • Use 'place' starters e.g. 'In a distant land; Far, far away; On the other side of the mountain, etc...' • Use other kinds of time starters e.g. 'Once, not twice; Long ago; Many moons ago...' • Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. • Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. • Sentences are demarcated using full stops, capital letters and finger spaces. • Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. • Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! • Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. • Events are sequenced to create texts that make sense. • Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.
GRAMMAR FOCUS:	<p>Sentence starters</p> <p>Conjunctions</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>
MODELLING:	<ul style="list-style-type: none">▪ Can produce their own ideas for writing.▪ Can write simple texts such as a story.▪ Can use any conjunction to join two simple sentences.
SPELLING RULE:	<i>See spelling overview.</i>