

# Goldsmith Primary Academy

## Year 1 Writing Overview

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme Topics</b>	History Detectives 1 Three Generations	What a wonderful world: Geography: Journeys	Aspire Aspirations	Historical Detectives 2: The Great Fire of London	Magic Moments: Art	Global Current Affairs: Social justice and equity
<b>WCR texts:</b>	The enormous crocodile	The Koala who could  The Jolly Postman	Dogger  (supplementary texts: 'A Quiet Night In' and 'A Piece of Cake' by Jill Murphy.)	The Owl who was afraid of the dark	Flat Stanley	Claude in The City
These do not need to link to Writing lessons. This is the teacher's decision and only applicable where inspiring and quality links are made and the WCR text serves as a high quality stimulus/model.						
<b>Writing opportunities and suggested genres/outcomes</b>	Narrative: Using story language to retell simple stories orally and written. Possible Stimuli: story bags Character descriptions: The enormous crocodile	Narrative: Including building simple character descriptions. Possible stimulus: The GingerBread Man Letters to inform: Letters to Santa, Fact file: Links to Geography	Non-fictional writing Instructional texts- possible stimulus: Batmouse Fictional writing: descriptions: setting and character. Possible link to supplementary texts.	Non-fictional writing: Recount- letter or diary entry from a character's perspective including setting description: link to Great Fire of London Narrative Setting and character descriptions. Instructions to inform Possible Stimuli Goldilocks and the three bears and Boogie Bear	Narrative (fantasy) possible stimuli: Flat Stanley Fact file/report: Famous artist or musician	Letters to inform- links to Theme. Poetry to entertain: possible links to Summer/beach
<b>Grammar and punctuation skills</b>	Finger spaces to separate words  Capital Letters and full	Adjectives  Exclamation marks	Pronouns  Question marks	Present and past tense  Beginning to vary sentence starters	Use a wider variety of conjunctions beyond 'and' (coordinating and subordinating)	Revision and consolidation of previously taught skills and time to teach any not

	stops to demarcate sentences.  Sentences	Using the conjunction 'and'  Sequence events in writing.	Use simple and compound sentences  uses capital letters for the personal pronoun I and for proper nouns e.g names, days of the week, etc.	Verbs: powerful and imperative	use tenses appropriate to the task.	yet taught.
<b>Writing Grid objectives: These are not limited to the list.</b>	New skills explicitly taught: 2,9,10,12,13,18,19	New skill explicitly taught: 7,8,11,15 (!),17,19 (built upon from Autumn 1)	New skills explicitly taught: 12,14,15 (?),16,19	New skills explicitly taught: 21,22	New skills explicitly taught 20	Revision and consolidation of all skills as and when required.
<p>The following objectives should be Interwoven through reading, phonics and wider curriculum: 1,3,4,5,6</p> <p>The above guidance is a suggestion only and each half-term, the previously taught skills should be built upon and embedded. Children should always have the opportunity to apply them to their writing where appropriate. Where further teaching of a skill is required, this should be prioritised.</p>						
Useful links	<p style="text-align: center;"> <a href="#">WAT GPA Writing Purpose Key stage 1</a>  <a href="#">WAT Genre coverage document</a>  <a href="#">Assessment sheets for Writing GPA</a> </p>					