| **Year 1**  **ADVENT** | **2 weeks** | **6 weeks** | **6 weeks-final week will spill into following term** |
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| POETRY-Performance | FICTION (Familiar Setting narrative) | NON-FICTION (writing to inform) |
| ***Text*** | Oracy skills to perform poem  There was an old lady who swallowed a fly | Dogger-Shirley Hughes | Recount |
| ***Structure*** | **How will we organise this piece of writing?**  Rhythmic pattern and rhyme | **How will we organise this piece of writing?**  Identify main events in story to sequence and understand how story unfolds. | **How will we organise this piece of writing?**  Write in 1st person to recount what they have done.  Write in past about events already happened.  Sequence sentences in chronological order of events carried out. |
| ***Knowledge*** | **What knowledge will children need to have in order to write this successfully?**  Know words that sound the same/rhyme.  Know creatures and how one eats the other. | **What knowledge will children need to have in order to write this successfully?**  Know what children do with toys and types of toys that might play with.  Know familiar places they might travel on a daily basis. | **What knowledge will children need to have in order to write this successfully?**  Know what they did on the trip.  Know what recounts are and see examples of this.  Know order of what they did on the trip. |
| ***Word*** | **What words will help children to describe this content knowledge?** | **What words will help children to describe this content knowledge?**  Choose adjectives to describe Dogger toy.  Vocabulary to describe emotions. | **What words will help children to describe this content knowledge?**  Use pronouns for first person “I, me my”.  Use time adverbials to help sequence events.  Used “ed” endings for past tense on many verbs. |
| ***Sentence*** | **How will children compose well-written eloquent sentences?**  Read aloud sentences clearly enough to be heard by peers and teacher. | **How will children compose well-written eloquent sentences?**  Use CL and fs to demarcate sentences.  Use CL for names of characters in sentences. | **How will children compose well-written eloquent sentences?**  Say out loud what they are going to write about.  Begin sentences with range of suitable determiners.  Use CL and fs to demarcate sentences. |