| **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.  |