| **Year 1** **PENTECOST** | **6 weeks** | **6 weeks** |
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|  | FICTION (traditional story) | NON-FICTION (writing to inform) |
| ***Text***  | Little Red Riding Hood | Instructions |
| ***Structure*** | **How will we organise this piece of writing?** Follow format of begin, middle and end based on model of story. Sequence sentences to form short narratives.Recognise good triumphs over bad in the end. | **How will we organise this piece of writing?**Sequencing sentences New sentence, new line.  |
| ***Knowledge*** | **What knowledge will children need to have in order to write this successfully?**Know the story of Little Red Riding Hood.Know what good and bad looks like.Know what a forest setting is like.  | **What knowledge will children need to have in order to write this successfully?**Know what instructions are and how to use. Know how to use time sequencing words in correct order. |
| ***Word*** | **What words will help children to describe this content knowledge?**Use range of pronouns for characters.Prepositional language to identify where something is.  Learn synonyms for words to prevent repetitiveness,  | **What words will help children to describe this content knowledge?**Time adverbialsImperative verbs.Adverbs for further explanation of how to do something.  |
| ***Sentence*** | **How will children compose well-written eloquent sentences?**Compose sentence orally before writing about it. Begin sentences with range of suitable determiners. Use CL and fs to demarcate sentences. Add “where” phrases for further description in sentences.  | **How will children compose well-written eloquent sentences?** Simple informative sentences.Use CL and fs to demarcate sentences.Add adverb to be more exact for how to do something. |