| **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 adverbials  Imperative 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. |