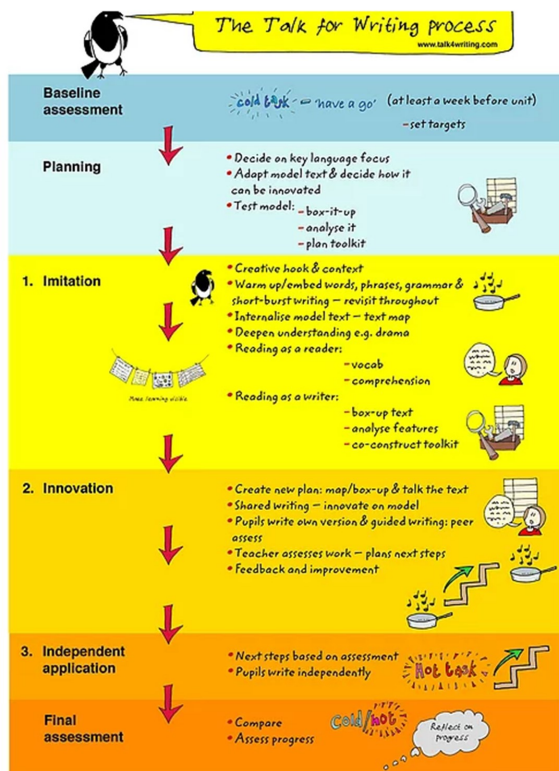


# Y1 Writing MTP Au1 - Kevin (Narrative)



<b>Cold Write</b>	<b>Lesson 1:</b> Brainstorm what it means to be a good friend. Write paragraph/sentences about a time a friend has been kind to them.
<b>Hook</b>	<b>Lesson 2:</b> Read the story to class. Create their own imaginary friends. Arts and crafts based using sugar paper. Oral description of character and presentation to the rest of the class.
<b>Imitation</b>	<b>Lesson 3:</b> Draw own version of the story map and add key language—use story S <b>Lesson 4:</b> Learn first part of story map <b>Language focus 1—</b> Feeling adjectives <b>Lesson 5:</b> Learn second part of story map <b>Language focus 2—</b> Full stops coming at the end of a sentence. <b>Lesson 6:</b> Learn third part of story map Short burst writing to include both language features - character's impression of something in the story. <b>Lesson 7:</b> Draw own version of the story map and add key language <b>Lesson 8:</b> Independently rewrite model text
<b>Innovation</b>	<b>Lesson 9:</b> Children to draw and describe their own imaginary friend for their innovated story. <b>Lesson 10:</b> Re-create their story map with their own imaginary friend replacing Kevin. Use ones made during initial hook for inspiration. <b>Lesson 11 and 12:</b> Writing innovated stories, one section per lesson. <b>Lesson 13:</b> Edit and publish
<b>Independent Application</b>	<b>Lesson 14:</b> Children to think of how they could be a good friend. <b>Lesson 15:</b> Independent write—make a poster telling others how to be a good friend.

## Autumn Term – writing targets to work towards

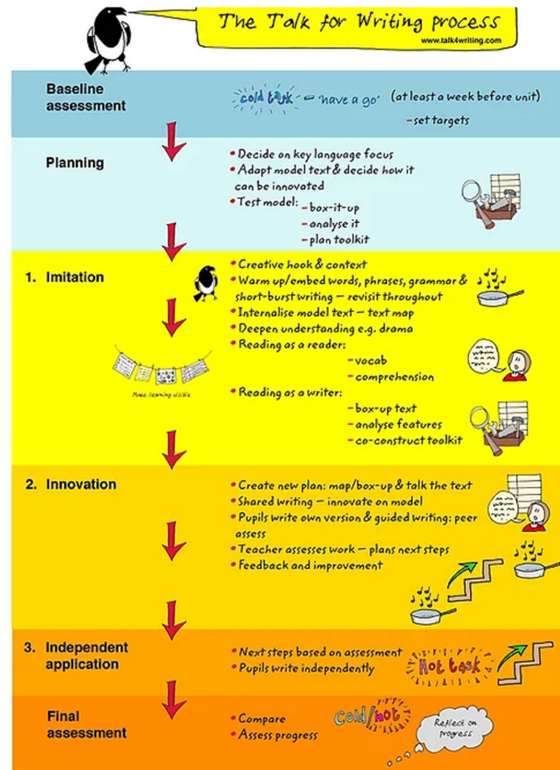
Orally retelling a narrative, using the past tense accurately
Write letters which are clearly identifiable
Correctly identifying upper and lower case letters
Writing on the line
Using finger spaces between words
Sequencing words logically to write a sentence
Sequencing sentences logically and/or chronologically
Begin to show awareness of a full stop
Write a capital letter at the start of their name
Spell some Y1 common exception words
Make plausible attempts at spelling words containing phonemes taught in phases 2 and 3
Read aloud, simple sentences they have written

**Additional skills to consolidate:** Every time I write success criteria—full stops, finger spaces, sounding out and writing on the line.

### Audience and Purpose:

- Teach Reception and Nursery children how to be a good friend.

# Y1 Writing MTP Au1 - Burglar Bill (Narrative)



## Autumn Term – writing targets to work towards

Orally retelling a narrative, using the past tense accurately

Write letters which are clearly identifiable

Correctly identifying upper and lower case letters

Writing on the line

Using finger spaces between words

Sequencing words logically to write a sentence

Sequencing sentences logically and/or chronologically

Begin to show awareness of a full stop

Write a capital letter at the start of their name

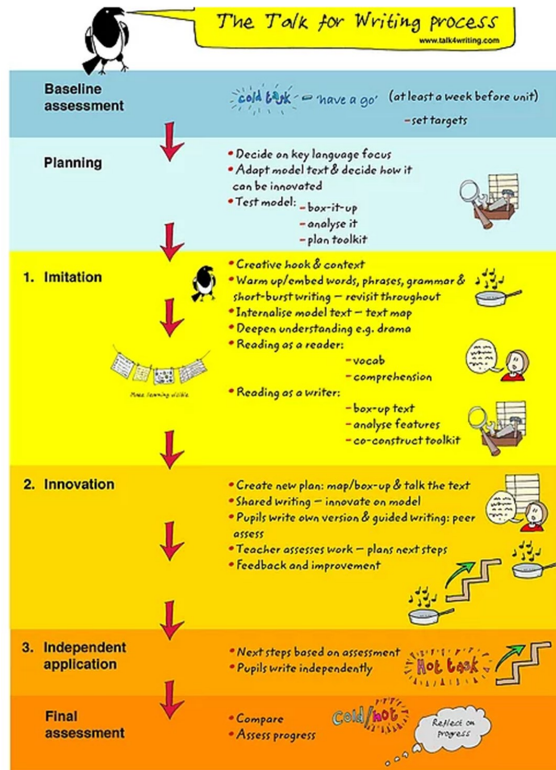
Spell some Y1 common exception words

Make plausible attempts at spelling words containing phonemes taught in phases 2 and 3

Read aloud, simple sentences they have written

<b>Cold Write</b>	<b>Lesson 1:</b> Brainstorm about something that is valuable to you. Write descriptive sentences about this item and why it is valuable/important to you. Read Burglar Bill to the class.
<b>Hook</b>	<b>Lesson 2:</b> Burglar bill trashes the classroom and steals from the book corner. Make a wanted poster of Burglar Bill to put up around the school.
<b>Imitation</b>	<p><b>Lesson 3:</b> Draw own version of the story map and add key language- use story S</p> <p><b>Lesson 4:</b> Learn first part of story map Language focus 1—Fronted adverbials to sequence ideas</p> <p><b>Lesson 5:</b> Learn second part of story map Language focus 2 - Joining ideas with 'and'</p> <p><b>Lesson 6:</b> Learn third part of story map Short burst writing—Children to rewrite sections of the story map.</p> <p><b>Lesson 7:</b> Draw own version of the story map and add key language</p> <p><b>Lesson 8:</b> Independently rewrite model text</p>
<b>Innovation</b>	<p><b>Lesson 9:</b> Story map picture plan but children must change what has been stolen from the classroom. Use mind-map from cold write lesson for inspiration.</p> <p><b>Lessons 10 and 11:</b> Writing innovated story. One section per lesson.</p> <p><b>Lesson 12:</b> Edit and publish</p>
<b>Independent Application</b>	<p><b>Lesson 13:</b> Burglar Bill has broken into your house! Write a recount of what happened. Create story S for personal story.</p> <p><b>Lesson 14 and 15:</b> Independent write of the different story sections one section per lesson. (Floating day for additional content)</p>
<p><b>Additional skills to consolidate:</b> Every time I write success criteria—full stops, finger spaces, sounding out and writing on the line.</p> <p><b>Audience and Purpose:</b></p> <p>- Writing the story to warn the other children in the school about Burglar</p>	

# Y1 Writing MTP Au2 - The Dark (Lemony Snicket)



## Autumn Term – writing targets to work towards

Orally retelling a narrative, using the past tense accurately

Write letters which are clearly identifiable

Correctly identifying upper and lower case letters

Writing on the line

Using finger spaces between words

Sequencing words logically to write a sentence

Sequencing sentences logically and/or chronologically

Begin to show awareness of a full stop

Write a capital letter at the start of their name

Spell some Y1 common exception words

Make plausible attempts at spelling words containing phonemes taught in phases 2 and 3

Read aloud, simple sentences they have written

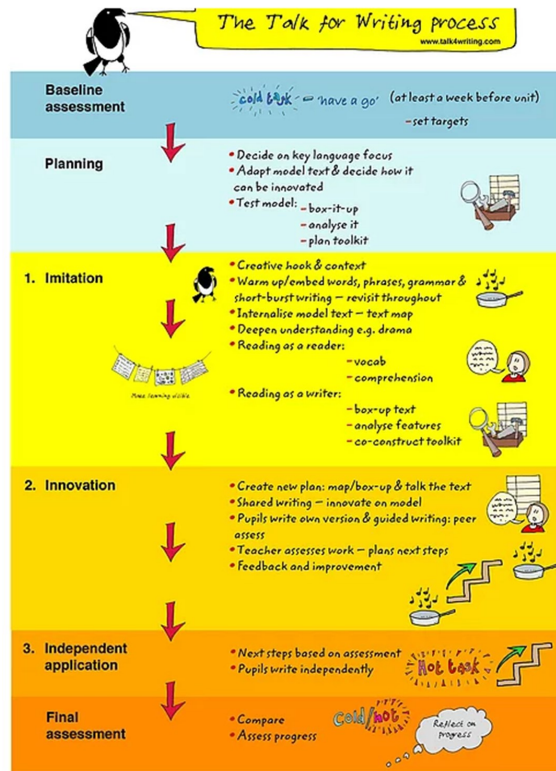
<b>Cold Write</b>	<b>Lesson 1:</b> Brainstorm ideas of what people might be scared of. Write about something you are scared of and why you are scared of it. Read The Dark to the children.
<b>Hook</b>	<b>Lesson 2:</b> Go on a hunt for The Dark around the school. Take torches to see if you can find it. Once back in class, discuss what your dark looked like (if time draw and write sentences about what the dark looked like to you).
<b>Imitation</b>	<b>Lesson 3:</b> Draw own version of the story map and add key language- use story S <b>Lesson 4:</b> Learn first part of story map Language focus 1—Vocabulary collection (adjectives) <b>Lesson 5:</b> Learn second part of story map Language focus 2— Fronted adverbials to sequence ideas <b>Lesson 6:</b> Learn third part of story map Short burst writing—Children to describe a spooky picture. <b>Lesson 7:</b> Draw own version of the story map and add key language <b>Lesson 8:</b> Independent rewrite of model text
<b>Innovation</b>	<b>Lesson 8:</b> Story map picture plan but children must change what Laszlo is afraid of. Use mind-map from cold write lesson for inspiration. <b>Lessons 10 and 11:</b> Writing innovated story. One section per lesson. <b>Lesson 12:</b> Editing and peer assessment through drama
<b>Independent Application</b>	<b>Lesson 13:</b> The Dark has come to visit Rotherfield. Jo is quite scared of the Dark. Write a letter to explain why the Dark might seem scary but how it is actually good. <b>Lesson 14 and 15:</b> Independent write of the different story sections.

## Additional skills to consolidate:

### Audience and Purpose:

- Write a letter to Jo about why it is ok the Dark has come to stay at Rotherfield.

# Y1 Writing MTP Au2 - The Light in the Attic (Poetry)



<b>Cold Write</b>	N/A new genre
<b>Hook</b>	<b>Lesson 1:</b> What is a poem? Children to have a range of poems from the book. Explore as a class and vote for your favourite.
<b>Imitation</b>	<b>Lesson 2:</b> Create a toolkit— what are the features of a poem? <b>Lesson 3:</b> Read 'The Light in the Attic' look at key vocabulary and sort new vocabulary into 'light' and 'dark' <b>Lesson 4:</b> Orally rehearse poem Create an 'I am' poem using the vocabulary collected yesterday (see black Pie Corbett poetry book) <b>Lesson 5:</b> Orally rehearse poem Language focus: Rhyming words <b>Lesson 6:</b> Create a nonsense word replacement poem (gap fill poem where words must be replaced with different rhyming words).
<b>Independent Application</b>	<b>Lesson 7:</b> Identify poem structure. <b>Lesson 8:</b> Plan own poem about light or dark <b>Lesson 9:</b> Edit and publish <b>Lesson 10:</b> Children to orally rehearse and perform poems

## Autumn Term – writing targets to work towards

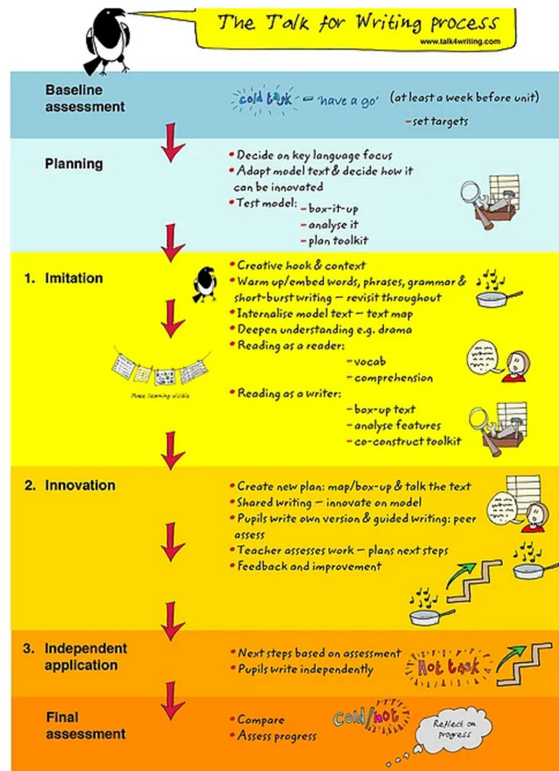
Orally retelling a narrative, using the past tense accurately
Write letters which are clearly identifiable
Correctly identifying upper and lower case letters
Writing on the line
Using finger spaces between words
Sequencing words logically to write a sentence
Sequencing sentences logically and/or chronologically
Begin to show awareness of a full stop
Write a capital letter at the start of their name
Spell some Y1 common exception words
Make plausible attempts at spelling words containing phonemes taught in phases 2 and 3
Read aloud, simple sentences they have written

**Additional skills to consolidate:** Phonics skills—rhyming words

**Audience and Purpose:** Create a class poetry book. Record poems and send to parents on seesaw.



# Y1 Writing MTP Sp1- Women who changed the world (Information Text)



<b>Cold Write</b>	<b>Lesson 1:</b> Write a report about a person that inspires you. Who are they? What do they do that is inspiring? Why do you think this is important?
<b>Hook</b>	<b>Lesson 2:</b> Class 'museum visit' artefacts, information and videos about inspirational women around the room.
<b>Imitation</b>	<b>Lesson 3:</b> Research Rosa Parks <b>Lesson 4:</b> Learn first part of story map Language focus 1: Technical vocabulary <b>Lesson 5:</b> Learn second part of story map Language focus 2: Conjunctions <b>Lesson 6:</b> Learn third part of story map Language focus—Organising information under the correct heading <b>Lesson 7:</b> Draw own version of the story map and add key language <b>Lesson 8:</b> Independently write model text
<b>Innovation</b>	<b>Lesson 9:</b> Research another inspirational woman (as a class) <b>Lesson 10:</b> Boxed up picture plan for innovated information text <b>Lesson 11 and 12:</b> Write text <b>Lesson 13:</b> Respond to feedback and publish
<b>Independent Application</b>	<b>Lesson 14:</b> Research red box artefacts. Plan a caption for the class museum. <b>Lesson 15:</b> Independent Write

## Spring Term – writing targets to work towards

Make plausible attempts at spelling words containing each of the 40+ phonemes already taught

Spell many Y1 common exception words

Use regular plural noun suffixes -s or -es (dog-dogs, wish-wishes)

Join words and clauses using 'and'

Punctuate sentences using a capital letter and a full stop

Forming all lowercase letters in the right direction, starting and finishing in the right place

Forming all capital letters correctly

Sequencing sentences to write short narratives

Using question marks and exclamation marks mostly correctly

Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'

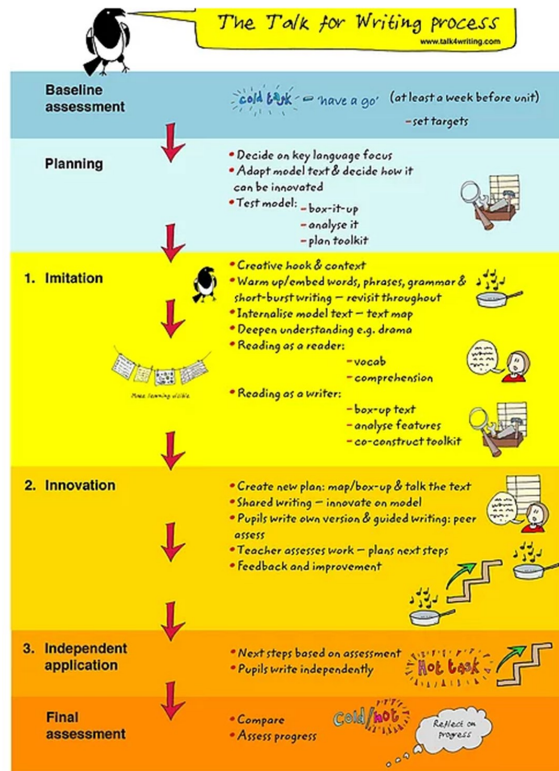
## Additional skills to consolidate:

-Plurals and past tense verbs

## Audience and Purpose:

- Create a class museum with history and English work. Invite parents to visit.

# Y1 Writing MTP Sp1– Poems about Extraordinary Women and Girls (Letter)



<b>Cold Write</b>	<b>Lesson 1:</b> Children to write a letter to Rosa Parks.
<b>Hook</b>	<b>Lesson 2:</b> Hook for text—Research Mary Seacole (possible link to Museum of London visit)
<b>Imitation</b>	<b>Lesson 3:</b> Toolkit creation—Features of a letter <b>Lesson 4:</b> Learn first part of story map Language focus 1: Questions (What would you like to ask Mary Seacole?) Hot seating drama activity <b>Lesson 5:</b> Learn second part of story map Language focus 2: Technical vocabulary <b>Lesson 6:</b> Learn third part of story map Language focus 3: Sequencing ideas <b>Lesson 7:</b> Draw own version of the story map and add key language <b>Lesson 8:</b> Rewrite model text
<b>Innovation</b>	<b>Innovate—letter to another inspirational woman (whole class)</b> <b>Lesson 9:</b> Research another inspirational woman (Frida Kahlo) <b>Lesson 10:</b> Boxed up picture plan for innovated letter <b>Lesson 11 and 12:</b> Write <b>Lesson 12:</b> Edit and publish
<b>Independent Application</b>	<b>Children to write a letter inviting their adults to the class museum</b> <b>Lesson 13:</b> Whole class story map creation for letter <b>Lesson 14:</b> Write <b>Lesson 15:</b> Edit and publish

## Spring Term – writing targets to work towards

Make plausible attempts at spelling words containing each of the 40+ phonemes already taught

Spell many Y1 common exception words

Use regular plural noun suffixes –s or –es (dog-dogs, wish-wishes)

Join words and clauses using 'and'

Punctuate sentences using a capital letter and a full stop

Forming all lowercase letters in the right direction, starting and finishing in the right place

Forming all capital letters correctly

Sequencing sentences to write short narratives

Using question marks and exclamation marks mostly correctly

Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'

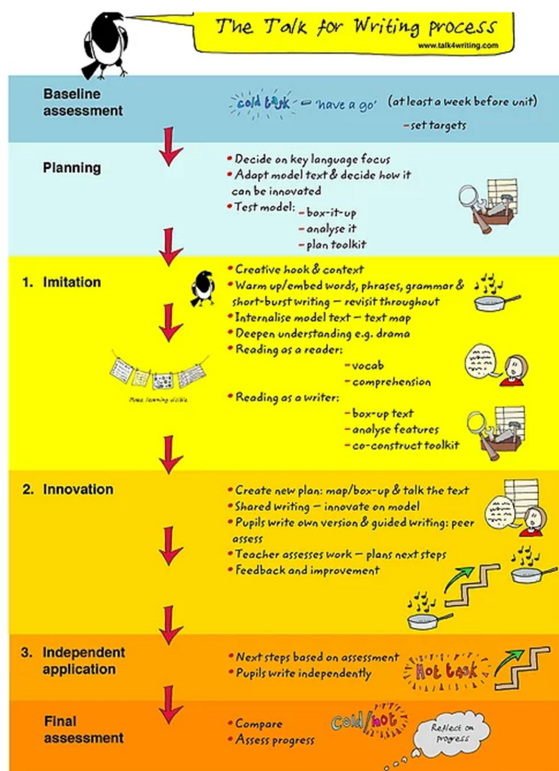
## Additional skills to consolidate:

-Plurals and past tense verbs

## Audience and Purpose:

- Publish alongside Frida Kahlo self portraits (could also go in the end of term museum)

# Y1 Writing MTP Sp2 - Katie in London (Recount)



<b>Cold Write</b>	<b>Lesson 1:</b> Write about your favourite trip to a special place with your family or friends. Where, what, how, when, why, who?
<b>Hook</b>	<b>Lesson 2:</b> Play video of an aerial view of London. Discuss what they recognize. Collect target vocabulary. Read Katie in London story.
<b>Imitation</b>	<b>Lesson 3:</b> Draw class version of the story map and add key language <b>Lesson 4:</b> Learn first part of story map Language focus 1: Capital letters for names <b>Lesson 5:</b> Learn second part of story map Language focus 2: Adjectives to describe landmarks <b>Lesson 6:</b> Learn third part of story map. Language focus 3: Fronted adverbials—using a range <b>Lesson 7:</b> Draw own story map and add key language <b>Lesson 8:</b> Independent write of model text
<b>Innovation</b>	<b>Lesson 9:</b> Story map picture plan for innovated text <b>Lesson 10 and 11:</b> Writing innovated stories <b>Lesson 12:</b> Edit and publish
<b>Independent Application</b>	<b>Lesson 13:</b> My dream day out! Children to have pictures, leaflets and videos. Plan a dream day out in London. <b>Lesson 14:</b> Boxed up picture plan following recount structure. <b>Lesson 15:</b> Independent write

## Spring Term – writing targets to work towards

Make plausible attempts at spelling words containing each of the 40+ phonemes already taught

Spell many Y1 common exception words

Use regular plural noun suffixes –s or –es (dog-dogs, wish-wishes)

Join words and clauses using 'and'

Punctuate sentences using a capital letter and a full stop

Forming all lowercase letters in the right direction, starting and finishing in the right place

Forming all capital letters correctly

Sequencing sentences to write short narratives

Using question marks and exclamation marks mostly correctly

Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'

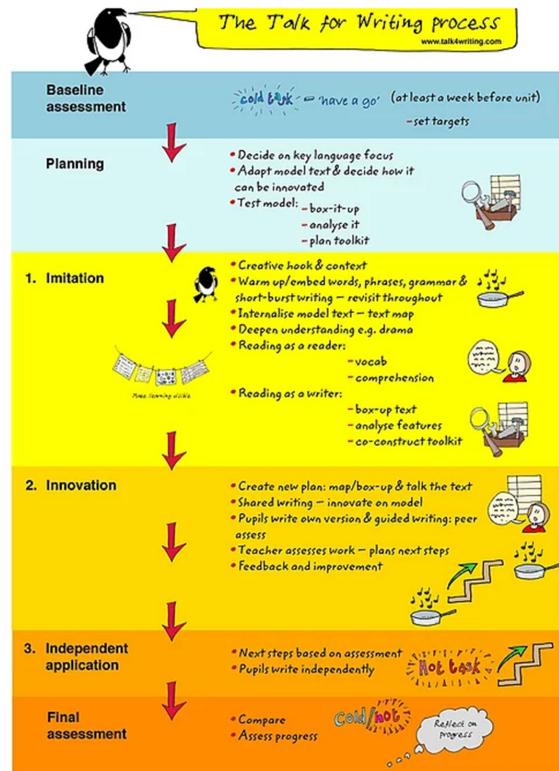
## Additional skills to consolidate:

–Sequencing sentences

## Audience and Purpose:

Publish recounts to go on London display.

# Y1 Writing MTP Sp2 - Queens Knickers (Narrative—Losing Tale)



<b>Cold Write</b>	<b>Lesson 1:</b> Write about an object you lost that was dear to you.
<b>Hook</b>	<b>Lesson 2:</b> Children find newspapers with the line 'Queen loses Knickers' or teacher in role as the Queen telling the country about missing knickers and asking with help to find them.
<b>Imitation</b>	<b>Lesson 3:</b> Reading as a reader—read the story as a class and focus on comprehension. <b>Lesson 4:</b> Learn first part of story map Language focus 1: Adjectives to describe knickers <b>Lesson 5:</b> Learn second part of story map Language focus 2: Days of the week—sequencing the model text <b>Lesson 6:</b> Learn third part of story map Language focus 3: Exclamation sentences <b>Lesson 7:</b> Draw own version of the model text and add key language <b>Lesson 8:</b> Independently rewrite model text
<b>Innovation</b>	<b>Lesson 9:</b> Story map picture plan for innovated text (change the lost item and character) <b>Lesson 10 and 11:</b> Writing innovated losing tale. <b>Lesson 12:</b> Respond to teacher feedback to edit story
<b>Independent Application</b>	<b>Lesson 13:</b> Children to come into the classroom to realise that a cherished class item is missing. Go on a journey around the school to find it. Create a whole class story map. <b>Lesson 14:</b> Plan your own story

## Spring Term – writing targets to work towards

Make plausible attempts at spelling words containing each of the 40+ phonemes already taught

Spell many Y1 common exception words

Use regular plural noun suffixes -s or -es (dog-dogs, wish-wishes)

Join words and clauses using 'and'

Punctuate sentences using a capital letter and a full stop

Forming all lowercase letters in the right direction, starting and finishing in the right place

Forming all capital letters correctly

Sequencing sentences to write short narratives

Using question marks and exclamation marks mostly correctly

Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'

## Additional skills to consolidate:

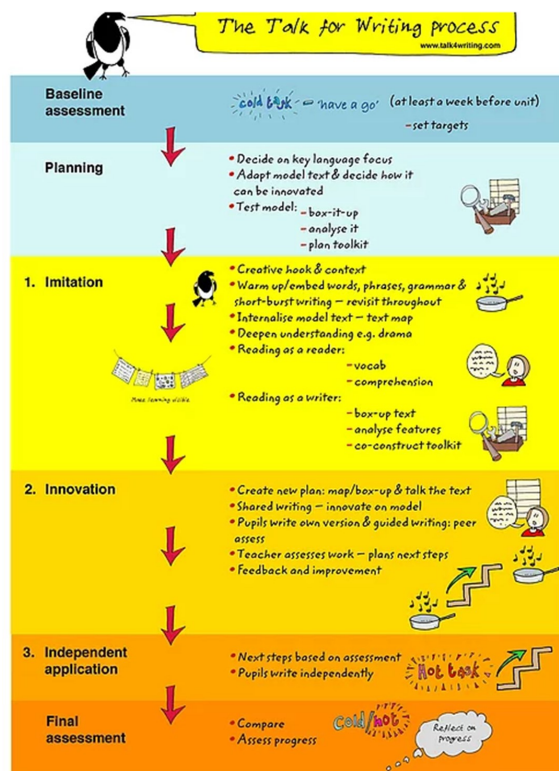
-sequencing sentences, capitals for nouns, exclamation marks, clauses

## Audience and Purpose:

Have a reading morning with the other Year 1 class. Read your story aloud.



# Y1 Writing MTP Su1 - Cave Baby (Information Text)



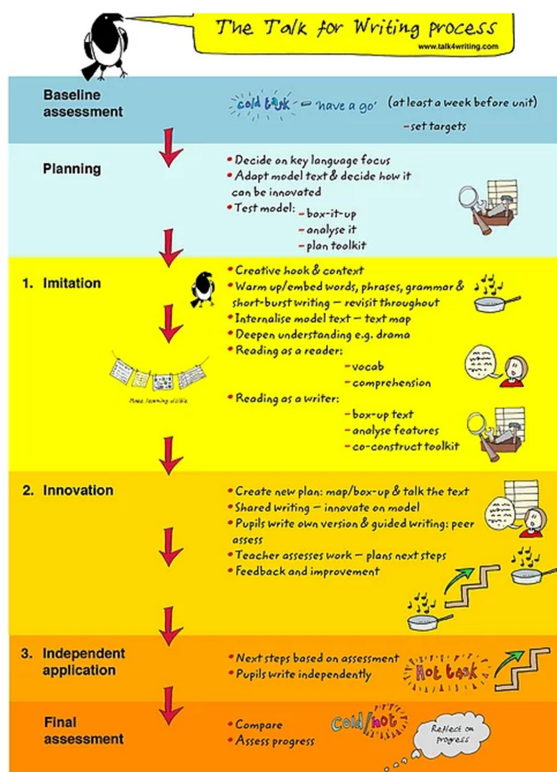
Summer Term – writing targets to work towards
Segmenting words into phonemes and representing these by graphemes spelling <u>most</u> correctly.
Attempt to use more adventurous vocabulary in writing that may be spelled incorrectly
Begin to make improvements to writing, checking for spelling and punctuation errors and improving word choice
Punctuating <u>all</u> sentences correctly using full stops, capital letters, question marks and exclamation marks
Spelling <u>most</u> Y1 common exception words correctly
Begin to use 'because' and 'so' to join clauses
Read aloud their writing audibly, beginning to use expression, to adults and peers
Attempting to use words in the contracted form (don't, can't)
Using the diagonal and horizontal strokes needed to join letters in some of their writing.

<b>Cold Write</b>	<b>Lesson 1:</b> Children to research different prehistoric animals. Collect information in note form.
<b>Hook</b>	<b>Lesson 2:</b> Turn tables on their side and create their own cave paintings by taping long brown paper to the bottom of the tables. Use appropriate colours for cave painting.
<b>Imitation</b>	<b>Lesson 3:</b> Identify the features of non-fiction writing and information texts (headings, scientific language, title etc.) <b>Lesson 4:</b> Learn first part of story map Language focus 1—Vocabulary focus—adjectives to describe prehistoric animals <b>Lesson 5:</b> Learn second part of story map Language focus 2—Organising information under the correct headings <b>Lesson 6:</b> Learn third part of story map Language focus 3—Writing questions—what else do you want to find out about the mammoth? <b>Lesson 7:</b> Learn entire story map and deepen through drama and story games. <b>Lesson 8:</b> Independently rewrite model text
<b>Innovation</b>	<b>Lesson 9:</b> Children to design their own prehistoric animal for innovation. Label its features and write two facts. <b>Lesson 10:</b> Boxed up picture plan for innovated information text. <b>Lesson 11 and 12:</b> Writing . <b>Lesson 13:</b> Edit and publish
<b>Independent Application</b>	<b>Lesson 14:</b> Children to write an information text about a British animal <b>Lesson 15:</b> Independent write

## Additional skills to consolidate:

**Audience and Purpose:** Children to create a cave painting for their fictional animal and publish the information text alongside it. Invite parents to the museum to learn about the fictional animals.

# Y1 Writing MTP Su1 - Lost in the Museum (Recount)



Summer Term – writing targets to work towards
Segmenting words into phonemes and representing these by graphemes spelling <u>most</u> correctly.
Attempt to use more adventurous vocabulary in writing that may be spelled incorrectly
Begin to make improvements to writing, checking for spelling and punctuation errors and improving word choice
Punctuating <u>all</u> sentences correctly using full stops, capital letters, question marks and exclamation marks
Spelling <u>most</u> Y1 common exception words correctly
Begin to use 'because' and 'so' to join clauses
Read aloud their writing audibly, beginning to use expression, to adults and peers
Attempting to use words in the contracted form (don't, can't)
Using the diagonal and horizontal strokes needed to join letters in some of their writing.

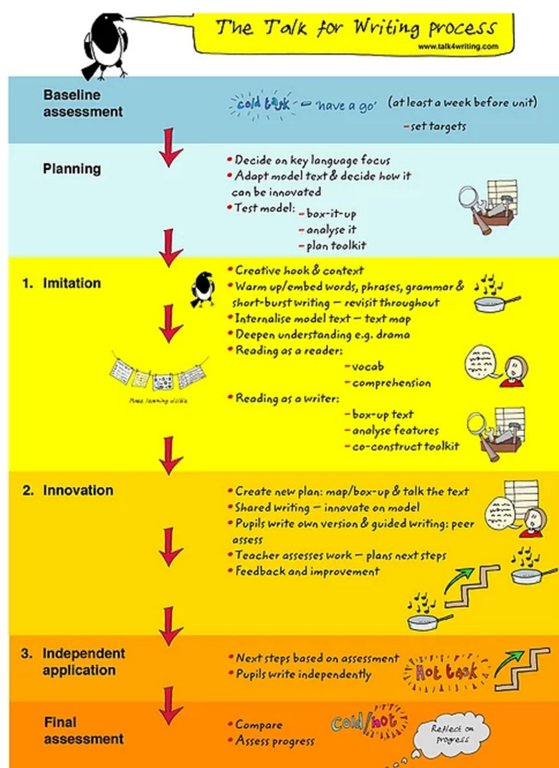
<b>Cold Write</b>	<b>Lesson 1:</b> Brainstorm what you think toys do when children aren't looking. Imagine you were one of your toys. Show a clip from Toy Story. What would you do when no humans were looking? Write a short story about your toys adventures.
<b>Hook</b>	<b>Lesson 2:</b> A note is found in the classroom left by some of the toys to come and find them. Post it notes around the school as we go on our scavenger hunt to find the missing toys. Share story.
<b>Imitation</b>	<b>Lesson 3:</b> Toolkit—features of a recount recap. How is the information sequenced? Define key vocabulary in the model text. <b>Lesson 4:</b> Learn first part of story map <b>Lesson 5:</b> Learn second part of story map <b>Lesson 6:</b> Learn third part of story map <b>Lesson 7:</b> Draw own version of the story map and add key vocabulary. <b>Lesson 8:</b> Independently rewrite model text
<b>Innovation</b>	<b>Innovate—Where would you go if you were a toy in the toy museum?</b> <b>Lesson 9:</b> Story map picture plan <b>Lesson 10 and 11:</b> Writing innovated recount. <b>Lesson 12:</b> Edit and publish
<b>Independent Application</b>	<b>Recount—Linked to trip to Museum of Childhood</b> <b>Lesson 13:</b> Recap and collect vocabulary using pictures from school trip. <b>Lesson 14:</b> Plan independent recount. <b>Lesson 15:</b> Write

**Additional skills to consolidate: Every time I write success criteria.**

**Audience and Purpose:**

- Sending to parents to let them know what they did on the trip.

# Y1 Writing MTP Su2 - Grass Heads (Instructions)



<b>Cold Write</b>	<b>Lesson 1:</b> Write a set of instructions on how to make a piece of toast.
<b>Hook</b>	<b>Lesson 2:</b> Make a grass head
<b>Imitation</b>	<b>Lesson 3:</b> Create a toolkit for instructions. Children to have different sets of instructions to look at. What are the features (imperative verbs, fronted adverbials, adverbs, equipment etc.) <b>Lesson 4:</b> Learn first part of story map Language focus 1: Imperative verbs <b>Lesson 5:</b> Learn second part of story map Language focus 2: Fronted adverbials <b>Lesson 6:</b> Learn third part of story map Language focus 3: Adverbs <b>Lesson 7:</b> Draw own story map and add key language <b>Lesson 8:</b> Children to independently rewrite model text.
<b>Innovation</b>	<b>Children to create their own plant pot design in D&amp;T.</b> <b>Lesson 8:</b> Draw own boxed up plan for plant pot instructions <b>Lesson 9 and 11:</b> Write instructions on how to make their plant pot <b>Lesson 12:</b> Edit and Publish
<b>Independent Application</b>	Link to D&T—Children to write a recipe for something they have cooked. <b>Lesson 13:</b> Collect key vocabulary and write class ingredient and equipment list. <b>Lesson 14:</b> Plan instructions

## Summer Term – writing targets to work towards

Segmenting words into phonemes and representing these by graphemes spelling most correctly.

Attempt to use more adventurous vocabulary in writing that may be spelled incorrectly

Begin to make improvements to writing, checking for spelling and punctuation errors and improving word choice

Punctuating all sentences correctly using full stops, capital letters, question marks and exclamation marks

Spelling most Y1 common exception words correctly

Begin to use 'because' and 'so' to join clauses

Read aloud their writing audibly, beginning to use expression, to adults and peers

Attempting to use words in the contracted form (don't, can't)

Using the diagonal and horizontal strokes needed to join letters in some of their writing.

### Additional skills to consolidate:

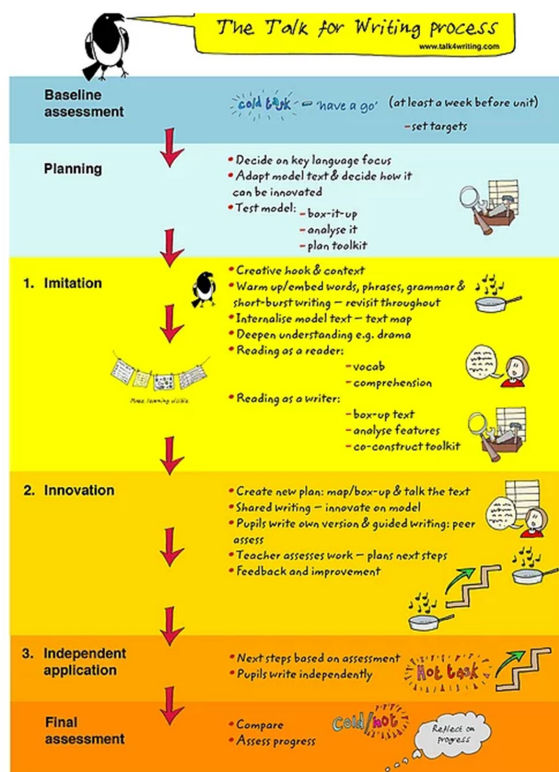
-verbs

-so to join clauses

### Audience and Purpose:

-Take published writing home to share with a family member.

# Y1 Writing MTP Su2 - Jack and the Beanstalk (Finding Tale)



<b>Cold Write</b>	<b>Lesson 1:</b> Show children a giant key. What is it? What does it open? Children to write independent finding story.
<b>Hook</b>	<b>Lesson 2:</b> Follow a trail of beans that lead to a bean stalk. Find the book at the bottom of the beanstalk. Read story and collect and define key vocabulary.
<b>Imitation</b>	<b>Lesson 3:</b> Toolkit creation—Using the model text identify the features <b>Lesson 4:</b> Learn first part of story map Language focus 1: Character adjectives (good and bad characters) <b>Lesson 5:</b> Learn second part of story map Language focus 2: Fronted adverbials <b>Lesson 6:</b> Learn third part of story map Language focus 3: Conjunctions—adding additional information <b>Lesson 7:</b> Draw own version of the story map adding key language. <b>Lesson 8:</b> Children to independently write the model text.
<b>Innovation</b>	<b>Innovate magic beans and the giant.</b> <b>Lesson 9:</b> Design and describe a new 'monster' for your fairytale. <b>Lesson 10:</b> Story map picture plan for innovated text <b>Lesson 11 and 12:</b> Write innovated story in sections <b>Lesson 13:</b> Edit and publish
<b>Independent Application</b>	<b>Lesson 14:</b> Read children an alternative version of Jack and the Beanstalk. As a class create a story map for the new story. <b>Lesson 15:</b> Children to write alternative Jack and the Beanstalk story.

## Summer Term – writing targets to work towards

Segmenting words into phonemes and representing these by graphemes spelling most correctly.

Attempt to use more adventurous vocabulary in writing that may be spelled incorrectly

Begin to make improvements to writing, checking for spelling and punctuation errors and improving word choice

Punctuating all sentences correctly using full stops, capital letters, question marks and exclamation marks

Spelling most Y1 common exception words correctly

Begin to use 'because' and 'so' to join clauses

Read aloud their writing audibly, beginning to use expression, to adults and peers

Attempting to use words in the contracted form (don't, can't)

Using the diagonal and horizontal strokes needed to join letters in some of their writing.

## Additional skills to consolidate:

- 'because' 'so' clauses

## Audience and Purpose:

- Children to create a class book for the book corner.