



Grindon Infant School
Year 1
English Medium Term Planning
2017-2018

Autumn

The Talking Papaya

Autumn 1

	Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing	Genre	<i>Fiction</i>				<i>Non - Fiction</i>		
		<i>Narrative/Letters - The Day the Crayons Quit</i>				<i>Recount Trip</i>		
		<ul style="list-style-type: none"> Recount own experiences orally and compose sentences orally. Use simple sentences to recount own experiences in writing. Innovate on patterns from a familiar story orally including some story language, and in writing. Write own version of a familiar story using a series of sentences to sequence events. Re-tell familiar stories and recount events; include main events in sequence, focussing on who is in the event, where the event takes place and what happens in each event; use story language, sentence patterns and sequencing words to organise events e.g. <i>then, next</i>. Recite stories, supported by story boxes, pictures, act out stories and portray characters and their motives. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning - middle - end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events. 				<ul style="list-style-type: none"> Recount own experiences orally and compose sentences orally. Use simple sentences to recount own experiences in writing. Innovate on patterns from a familiar story orally including some story language, and in writing. Write own version of a familiar story using a series of sentences to sequence events. Re-tell familiar stories and recount events; include main events in sequence, focussing on who is in the event, where the event takes place and what happens in each event; use story language, sentence patterns and sequencing words to organise events e.g. <i>then, next</i>. Recite stories, supported by story boxes, pictures, act out stories and portray characters and their motives. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning - middle - end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events. 		
	Sentence Structure and Punctuation	<ul style="list-style-type: none"> Joining words and clauses using 'and' and 'then' Spaces are left between words. Use capital letters and full stops to demarcate sentences. Use capital letters for names and for the personal pronoun <i>I</i> Use and experiment with sentences using question marks and exclamation marks. 				<ul style="list-style-type: none"> Joining words and clauses using 'and' and 'then' Spaces are left between words. Use capital letters and full stops to demarcate sentences. Use capital letters for names and for the personal pronoun <i>I</i> Use and experiment with sentences using question marks and exclamation marks. 		
Text Structure and Organisation	<ul style="list-style-type: none"> Structure own writing using some of the features of given form, audience and text e.g. beginning, middle and end Use patterned narrative structures e.g. <i>Once upon a time, Long, long ago...and lived happily ever after...</i> Basic sequencing of ideas. 				<ul style="list-style-type: none"> Structure own writing using some of the features of given form, audience and text e.g. beginning, middle and end Use time connectives eg - first, next, after that Basic sequencing of ideas. Sequence sentences to form a recount. 			

		<ul style="list-style-type: none"> Sequence sentences to form short narratives. Some use of past and present tenses. 	<ul style="list-style-type: none"> Told in first person and past tense.
	Vocabulary	<ul style="list-style-type: none"> Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader. Add detail to writing using simple descriptive language. Take an interest in, enjoy and explore new vocabulary. Some features of written Standard English evident in writing e.g. <i>He saw the dog</i> rather than, <i>they seen the dog</i> 	<ul style="list-style-type: none"> Use new vocabulary from their reading and research. Use vocabulary collected from cross curricular learning.
Reading	Themes and Conventions	<ul style="list-style-type: none"> Identify features of familiar texts e.g. "There's always a baddie; "They all have happy ending" 	<ul style="list-style-type: none"> Identify factual texts e.g. "This tells you about animals/houses"
	Comprehension	<ul style="list-style-type: none"> Simple points from familiar texts are identified and discussed Discuss new vocabulary and link meanings to what is already known Check that the text makes sense as they read e.g. self- correction 	<ul style="list-style-type: none"> Simple points from familiar texts are identified and discussed Discuss new vocabulary and link meanings to what is already known Discuss the significance of simple text features e.g. title, events
	Inference	<ul style="list-style-type: none"> Use role play to identify with characters and make inferences on the basis of what is being said and done e.g. "The children were scared of the dragon because they ran away." 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher e.g. "He must be going on holiday - he's packing his case," or "The mother stays by the nest to protect the eggs."
	Language for Effect	<ul style="list-style-type: none"> Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases e.g. "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man." 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known e.g. "Enormous means big."

Autumn 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing	Week						
	Genre	<i>Fiction</i>			<i>Non - Fiction</i>		
		<i>Narrative 2 - The Talking Papaya</i>			<i>Instructions - Fruit Salad</i>		
	<ul style="list-style-type: none"> Recount own experiences orally and compose sentences orally. Use simple sentences to recount own experiences in writing. Innovate on patterns from a familiar story orally including some story language, and in writing. Write own version of a familiar story using a series of sentences to sequence events. Re-tell familiar stories and recount events; include main events in sequence, focussing on who is in the event, where the event takes place and what happens in each event; use story language, sentence patterns and sequencing words to organise events e.g. <i>then, next</i>. Recite stories, supported by story boxes, pictures, act out stories and portray characters and their motives. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning - middle - end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events. 			<ul style="list-style-type: none"> Listen to and follow a single more detailed instruction and a longer series of instructions. Plan and give clear single oral instructions. Routinely read and follow written classroom labels carrying instructions. Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. Write two consecutive instructions independently 			
	<ul style="list-style-type: none"> Joining words and clauses using 'and' and 'then' Spaces are left between words. Use capital letters and full stops to demarcate sentences. Use capital letters for names and for the personal pronoun <i>I</i> Use and experiment with sentences using question marks and exclamation marks. 			<ul style="list-style-type: none"> Joining words and clauses using 'and' Spaces are left between words. Use capital letters and full stops to demarcate sentences. Use capital letters for the personal pronoun <i>I</i> Use/ experiment with sentences using question marks and exclamation marks. 			
	<ul style="list-style-type: none"> Structure own writing using some of the features of given form, audience and text e.g. <i>beginning, middle and end</i> Use patterned narrative structures e.g. <i>Once upon a time, Long, long ago...and lived happily ever after...</i> Basic sequencing of ideas. 			<ul style="list-style-type: none"> Structure own writing using some of the features of instructions e.g. numbered lists, title to show what the instructions are about, simple list of equipment. 			

		<ul style="list-style-type: none"> Sequence sentences to form short narratives. Some use of past and present tenses. 	
	Vocabulary	<ul style="list-style-type: none"> Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader. Add detail to writing using simple descriptive language. Take an interest in, enjoy and explore new vocabulary. Some features of written Standard English evident in writing e.g. <i>He saw the dog</i> rather than, <i>they seen the dog</i> 	<ul style="list-style-type: none"> Use new vocabulary from their reading and research. Use vocabulary collected from cross curricular learning. Use imperative verbs (commands), e.g. Cut the card ... Paint your design ...
Reading	Themes and Conventions	<ul style="list-style-type: none"> Identify features of familiar texts e.g. "There's always a baddie; "They all have happy ending" 	<ul style="list-style-type: none"> Identify factual texts e.g. "This tells you about animals/houses"
	Comprehension	<ul style="list-style-type: none"> Express personal responses, including likes and dislikes; give some reasons linked to own experiences Simple points from familiar texts are identified and discussed Discuss new vocabulary and link meanings to what is already known 	<ul style="list-style-type: none"> Simple points from familiar texts are identified and discussed Discuss new vocabulary and link meanings to what is already known Discuss the significance of simple text features e.g. title, events
	Inference	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far e.g. "Jack will save them because that's what he always does"; "The next part will tell you about what lions eat." 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher e.g. "He must be going on holiday - he's packing his case," or "The mother stays by the nest to protect the eggs."
	Language for Effect	<ul style="list-style-type: none"> Begin to understand how written language can be structured in order e.g. to build surprise in narratives or to present facts in non-fiction 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known e.g. "Enormous means big."

Spring

Here Come the Alien's

Spring 1

	Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing	Genre	<i>Fiction</i>				<i>Non - Fiction</i>		
		<i>Narrative 3 - How to Catch a Star</i>				<i>Instructions - How to Catch a Star</i>		
		<ul style="list-style-type: none"> Recount own experiences orally and compose sentences orally. Use simple sentences to recount own experiences in writing. Innovate on patterns from a familiar story orally including some story language, and in writing. Write own version of a familiar story using a series of sentences to sequence events. Re-tell familiar stories and recount events; include main events in sequence, focussing on who is in the event, where the event takes place and what happens in each event; use story language, sentence patterns and sequencing words to organise events e.g. <i>then, next</i>. Recite stories, supported by story boxes, pictures, act out stories and portray characters and their motives. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning - middle - end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events. 				<ul style="list-style-type: none"> Listen to and follow a single more detailed instruction and a longer series of instructions. Plan and give clear single oral instructions. Routinely read and follow written classroom labels carrying instructions. Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. Write two consecutive instructions independently 		
	Sentence Structure and Punctuation	<ul style="list-style-type: none"> Joining words and clauses using 'and' and 'then' Spaces are left between words. Use capital letters and full stops to demarcate sentences. Use capital letters for names and for the personal pronoun <i>I</i> Use and experiment with sentences using question marks and exclamation marks. 				<ul style="list-style-type: none"> Joining words and clauses using 'and' Spaces are left between words. Use capital letters and full stops to demarcate sentences. Use capital letters for the personal pronoun <i>I</i> Use/ experiment with sentences using question marks and exclamation marks. 		
	Text	<ul style="list-style-type: none"> Structure own writing using some of the features of given form, audience and text e.g. beginning, 				<ul style="list-style-type: none"> Structure own writing using some of the features of instructions e.g. 		

	Structure and Organisation	<p>middle and end</p> <ul style="list-style-type: none"> Use patterned narrative <i>structures e.g. Once upon a time, Long, long ago...and lived happily ever after...</i> Basic sequencing of ideas. Sequence sentences to form short narratives. Some use of past and present tenses. 	numbered lists, title to show what the instructions are about, simple list of equipment.
	Vocabulary	<ul style="list-style-type: none"> Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader. Add detail to writing using simple descriptive language. Take an interest in, enjoy and explore new vocabulary. Some features of written Standard English evident in writing e.g. <i>He saw the dog</i> rather than, <i>they seen the dog</i> 	<ul style="list-style-type: none"> Use new vocabulary from their reading and research. Use vocabulary collected from cross curricular learning. Use imperative verbs (commands), e.g. Cut the card ... Paint your design ...
Reading	Themes and Conventions	<ul style="list-style-type: none"> Make connections between texts e.g. <i>"This is like a traditional tale because there's an evil witch/a bad wolf"</i> 	<ul style="list-style-type: none"> Identify factual texts e.g. <i>"This tells you about animals/houses"</i>
	Comprehension	<ul style="list-style-type: none"> Express personal responses, including likes and dislikes; give some reasons linked to own experiences Simple points from familiar texts are identified and discussed Discuss new vocabulary and link meanings to what is already known 	<ul style="list-style-type: none"> Simple points from familiar texts are identified and discussed Discuss new vocabulary and link meanings to what is already known
	Inference	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far e.g. <i>"Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."</i> 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher e.g. <i>"He must be going on holiday - he's packing his case,"</i> or <i>"The mother stays by the nest to protect the eggs."</i>
	Language for Effect	<ul style="list-style-type: none"> Begin to understand how written language can be structured in order e.g. <i>to build surprise in narratives or to present facts in non-fiction</i> 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known e.g. <i>"Enormous means big."</i>

Spring 2

	Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Writing	Genre	Non-Fiction			Fiction			
		Reports - Neil Armstrong / Tim Peak			Narrative - The Dinosaur that Pooed a Planet			
		<ul style="list-style-type: none"> Find out about a subject by listening and following text as information books are read, watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject in own experience, (e.g.) food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject. 			<ul style="list-style-type: none"> Recount own experiences orally and compose sentences orally. Use simple sentences to recount own experiences in writing. Innovate on patterns from a familiar story orally including some story language, and in writing. Write own version of a familiar story using a series of sentences to sequence events. Re-tell familiar stories and recount events; include main events in sequence, focussing on who is in the event, where the event takes place and what happens in each event; use story language, sentence patterns and sequencing words to organise events e.g. <i>then, next</i>. Recite stories, supported by story boxes, pictures, act out stories and portray characters and their motives. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning - middle - end, decide where it is set, include good and bad characters and use ideas from reading for some incidents and events. 			
	Sentence Structure and	<ul style="list-style-type: none"> Some use of past and present tenses. Joining words and clauses using 'and' e.g. <i>Dogs have four legs and a tail.</i> Spaces are left between words. 			<ul style="list-style-type: none"> Joining words and clauses using 'and' and 'then' Spaces are left between words. Use capital letters and full stops to demarcate sentences. Use capital letters for names and for the personal pronoun <i>I</i> 			

	Punctuation	<ul style="list-style-type: none"> Use capital letters and full stops to demarcate sentences. Use capital letters for names e.g. <i>My pet dog is called Poppy.</i> 	<ul style="list-style-type: none"> Use and experiment with sentences using question marks and exclamation marks. 	
	Text Structure and Organisation	<ul style="list-style-type: none"> Structure own writing using some of the features of given form : Opening statement, a simple description of whatever is the subject of the report organised in some way to make the reader make sense of the information. Basic sequencing of ideas. Sequence sentences to form short report. 	<ul style="list-style-type: none"> Structure own writing using some of the features of given form, audience and text e.g. beginning, middle and end Use patterned narrative structures e.g. <i>Once upon a time, Long, long ago...and lived happily ever after...</i> Basic sequencing of ideas. Sequence sentences to form short narratives. Some use of past and present tenses. 	
	Vocabulary	<ul style="list-style-type: none"> Use new vocabulary from their reading and research. Use vocabulary collected from cross curricular learning. 	<ul style="list-style-type: none"> Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader. Add detail to writing using simple descriptive language. Take an interest in, enjoy and explore new vocabulary. Some features of written Standard English evident in writing e.g. <i>He saw the dog</i> rather than, <i>they seen the dog</i> 	
Reading	Themes and Conventions	<ul style="list-style-type: none"> Identify factual texts e.g. <i>"This tells you about animals/houses"</i> 	<ul style="list-style-type: none"> Make connections between texts e.g. <i>"This is like a traditional tale because there's an evil witch/a bad wolf"</i> 	
	Comprehension	<ul style="list-style-type: none"> Simple points from familiar texts are identified and discussed Discuss new vocabulary and link meanings to what is already known Discuss the significance of simple text features e.g. title, events 	<ul style="list-style-type: none"> Express personal responses, including likes and dislikes; give some reasons linked to own experiences Simple points from familiar texts are identified and discussed Discuss new vocabulary and link meanings to what is already known 	
	Inference	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher e.g. <i>"He must be going on holiday - he's packing his case,"</i> or <i>"The mother stays by the nest to protect the eggs."</i> 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far e.g. <i>"Jack will save them because that's what he always does"; "The next part will tell you about what lions eat."</i> 	
	Language for Effect	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known e.g. <i>"Enormous means big."</i> 	<ul style="list-style-type: none"> Begin to understand how written language can be structured in order e.g. <i>to build surprise in narratives or to present facts in non-fiction</i> 	

Summer

What the Ladybird Heard

Summer 1

	Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing	Genre	<i>Non - Fiction</i>				<i>Non - Fiction</i>		
		<i>Instructions - How to Catch a Dog (What the Ladybird Heard)</i>				<i>Report - Animals</i>		
		<ul style="list-style-type: none"> Listen to and follow a single more detailed instruction and a longer series of instructions. Plan and give clear single oral instructions. Routinely read and follow written classroom labels carrying instructions. Read and follow short series of instructions in shared context. Contribute to class composition of instructions with teacher scribing. Write two consecutive instructions independently 				<ul style="list-style-type: none"> Find out about a subject by listening and following text as information books are read, watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject in own experience, (e.g.) food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject. 		

	Sentence Structure and Punctuation	<ul style="list-style-type: none"> Joining words and clauses using 'and' Spaces are left between words. Use capital letters and full stops to demarcate sentences. Use capital letters for the personal pronoun I Use/ experiment with sentences using question marks and exclamation marks. 	<ul style="list-style-type: none"> Joining words and clauses using 'and' and 'then' Spaces are left between words. Use capital letters and full stops to demarcate sentences. Use capital letters for names and for the personal pronoun I Use and experiment with sentences using question marks and exclamation marks.
	Text Structure and Organisation	<ul style="list-style-type: none"> Structure own writing using some of the features of instructions e.g. numbered lists, title to show what the instructions are about, simple list of equipment. 	<ul style="list-style-type: none"> Structure own writing using some of the features of given form : Opening statement, a simple description of whatever is the subject of the report organised in some way to make the reader make sense of the information. Basic sequencing of ideas. Sequence sentences to form short report.
	Vocabulary	<ul style="list-style-type: none"> Use new vocabulary from their reading and research. Use vocabulary collected from cross curricular learning. Use imperative verbs (commands), e.g. Cut the card ... Paint your design ... 	<ul style="list-style-type: none"> Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader. Add detail to writing using simple descriptive language. Take an interest in, enjoy and explore new vocabulary. Some features of written Standard English evident in writing e.g. <i>He saw the dog</i> rather than, <i>they seen the dog</i>
Reading	Themes and Conventions	<ul style="list-style-type: none"> Identify factual texts e.g. "This tells you about animals/houses" 	<ul style="list-style-type: none"> Identify factual texts e.g. "This tells you about animals/houses"
	Comprehension	<ul style="list-style-type: none"> Simple points from familiar texts are identified and discussed Discuss new vocabulary and link meanings to what is already known 	<ul style="list-style-type: none"> Simple points from familiar texts are identified and discussed Discuss new vocabulary and link meanings to what is already known
	Inference	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher e.g. "He must be going on holiday - he's packing his case," or "The mother stays by the nest to protect the eggs." 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher e.g. "He must be going on holiday - he's packing his case," or "The mother stays by the nest to protect the eggs."
	Language for Effect	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known e.g. "Enormous means big." 	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known e.g. "Enormous means big."

Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		
Writing	Week							
	Genre	Poetry			Fiction			
		Poetry - Riddles Animals			Narrative 4 - What the Ladybird Heard			
	<ul style="list-style-type: none"> Children read and respond to poems and other simple texts that capture sensory experience in words. They then explore their own senses, observe details and find words to describe their own first-hand experience. As shared reading, the class read and respond to a range of poems and other simple texts that capture sensory experience in words. They practice and read the poems in unison, following the rhythm and keeping time. They identify and discuss the words that describe what we can see, hear, feel (touch), smell and taste. They imitate and invent actions when reading/reciting the poems to emphasise these. Images of familiar objects or situations are found and discussed, identifying details. Children begin to identify simple words and phrases to describe what they can see, hear, feel (touch), smell and taste. Some of the children's familiar everyday activities (e.g. playing in the 			<ul style="list-style-type: none"> Recount own experiences orally and compose sentences orally. Use simple sentences to recount own experiences in writing. Innovate on patterns from a familiar story orally including some story language, and in writing. Write own version of a familiar story using a series of sentences to sequence events. Re-tell familiar stories and recount events; include main events in sequence, focussing on who is in the event, where the event takes place and what happens in each event; use story language, sentence patterns and sequencing words to organise events e.g. <i>then, next</i>. Recite stories, supported by story boxes, pictures, act out stories and portray characters and their motives. Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning - middle - end, decide 				

		<p>sand) are identified and explored, preferably through first-hand experience. Simple words and phrases to describe what they can see, hear, feel (touch), smell and taste are found and discussed.</p> <ul style="list-style-type: none"> Teacher models fitting these descriptions into a very simple poetry frame, and children follow this up independently in pairs or small groups. 	<p>where it is set, include good and bad characters and use ideas from reading for some incidents and events.</p>	
	Sentence Structure and Punctuation	<ul style="list-style-type: none"> Spaces are left between words. Use capital letters and full stops to demarcate sentences. Use capital letters for names and for the personal pronoun <i>I</i> <p>Use and experiment with sentences using question marks and exclamation marks.</p>	<ul style="list-style-type: none"> Joining words and clauses using 'and' and 'then' Spaces are left between words. Use capital letters and full stops to demarcate sentences. Use capital letters for names and for the personal pronoun <i>I</i> Use and experiment with sentences using question marks and exclamation marks. 	
	Text Structure and Organisation	<ul style="list-style-type: none"> Structure own writing using some of the features of given form, audience and text e.g. beginning, middle and end Some use of past and present tenses. 	<ul style="list-style-type: none"> Structure own writing using some of the features of given form, audience and text e.g. beginning, middle and end Use patterned narrative <i>structures e.g. Once upon a time, Long, long ago...and lived happily ever after...</i> Basic sequencing of ideas. Sequence sentences to form short narratives. Some use of past and present tenses. 	
	Vocabulary	<ul style="list-style-type: none"> Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader. Add detail to writing using simple descriptive language. Take an interest in, enjoy and explore new vocabulary. 	<ul style="list-style-type: none"> Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader. Add detail to writing using simple descriptive language. Take an interest in, enjoy and explore new vocabulary. Some features of written Standard English evident in writing e.g. <i>He saw the dog</i> rather than, <i>they seen the dog</i> 	
Reading	Themes and Conventions		<ul style="list-style-type: none"> Make connections between texts e.g. "<i>This is like a traditional tale because there's an evil witch/a bad wolf</i>" 	
	Comprehension	<ul style="list-style-type: none"> Discuss new vocabulary and link meanings to what is already known 	<ul style="list-style-type: none"> Express personal responses, including likes and dislikes; give some reasons linked to own experiences Simple points from familiar texts are identified and discussed Discuss new vocabulary and link meanings to what is already known 	
	Inference	<ul style="list-style-type: none"> Link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher e.g. "<i>He must be going on holiday - he's packing his case,</i>" or "<i>The mother stays by the nest to protect the eggs.</i>" 	
	Language for Effect	<ul style="list-style-type: none"> Try out the language they have listened to e.g. <i>through role play, retelling stories</i> Comment on obvious features of language e.g. <i>rhymes and refrains, significant words and phrases</i> 	<ul style="list-style-type: none"> Begin to understand how written language can be structured in order e.g. <i>to build surprise in narratives or to present facts in non-fiction</i> 	

Narrative 14-15 Weeks

Non-Fiction (Recounts, Explanations, Letters/Postcards, Instructions, reports) 12-13 Weeks

Poetry 5 Weeks

Weekly extended writing sessions and writing during Enrichment Weeks

In addition to the units detailed above, opportunities for pupils to independently apply and consolidate their writing composition skills should be planned for during:

- Weekly extended writing sessions (fiction and non-fiction) this may also include focus on a particular skill (e.g. use of language to create an image in the reader's mind)
- Half-termly enrichment weeks/trips/activities
- Cross-curricular learning

All units of work should be based round a text and follow the “Talk for Writing” model

1) Imitation:

“It is hard to write in any form if you are unfamiliar with it”. This stage focuses on children understanding and “internalising” the story, its structure and any language features/patterns

- a. Listening to the teacher reading and rereading a tale – Teacher using “Booktalk” when reading out loud – i.e. when you read to the class you “externalise” all the thoughts and questions you would have internally as a fluent and confident reader. (e.g. I wonder why the character is going to do that.... That wasn’t a very kind thing to do...I wouldn’t do that if I was that character...That makes me think of the beach I went to in the holidays)
- b. Joining in and retelling – *IF YOU CAN’T SAY IT YOU CAN’T WRITE IT*
- c. Analysing and discussing the different features of the text (e.g. vocabulary, use of language and its impact on the reader organisational features, spelling/grammar linked to what is being or has been taught in class)

2) Innovation:

Now that the children know the text/story well they are ready to change it

- a. You cannot “innovate” unless you have something to base it on – this should have come from the “Imitation” phase
- b. Its purpose: To allow the young writer to use a “coat hanger” of a known pattern to structure a few new ideas (generated as a class, group or by the writer individually)
- c. Innovation may be very simple – e.g. retelling a story but just changing the names of the characters or the setting
- d. Later on, innovation may become more complex, with the whole text being unpicked and a whole new story written based on the underlying structure/character/dilemma etc

3) Invention:

The ultimate goal! Children write independently, fluently and creatively because they are familiar with the text type and its conventions