



Narrative – Retell	
Autumn 1	Year 1
The Lion Inside	To retell the story of <i>The Lion Inside</i> SO THAT the reader understands how the little mouse became brave.
Common exception words	one, said, I, the, was, you, are, he, me, be, my, we, do, no, so, go, to, today, into, very, here, where, were, your, some, come, there, they, their, by, of, is
Handwriting	<ul style="list-style-type: none"> • LO: To form all lowercase letters correctly • LO: To form capital letters correctly • LO: To leave clear spaces between words • LO: To spell words using taught phonics • LO: To spell common exception words accurately (e.g. <i>said, you, are, some, come, people, little</i>)
Autumn Phonics and spelling links	<ul style="list-style-type: none"> • CVC/CCVC: big, hot, run, puffing, cliff • Tricky/Common Exception Words: I, the, was, you, he, my, be, we, said, to, go, no, so • Digraphs/trigraphs: <ul style="list-style-type: none"> • <i>ch</i> – (e.g. not used, but could be added if needed) • <i>ar</i> – scared • <i>ai</i> – could appear in "said" • <i>ee</i> – be • <i>oa</i> – could be added in <i>roar</i> • <i>ur</i> – scared, puffing • Phonically plausible spellings: brave, spider, scared (even if not yet taught explicitly, children can attempt these based on known sounds)
Learning Objectives	<p>LO: To compose sentences orally So that children can express ideas clearly before writing them down. e.g. "I was small and quiet. I did not like being last."</p> <hr/> <p>LO: To demarcate many sentences with capital letters and full stops (including through dictation) So that the beginning and end of each sentence is clear. e.g. "I went up the cliff. It was very high."</p>



	<p>LO: To use capital letters for names and the personal pronoun 'I' So that writing follows basic grammar rules and proper names stand out. e.g. "I said, 'Can you help me be brave?'"</p>
	<p>LO: To segment spoken words into phonemes and use phonic knowledge to spell phonemically regular words and make plausible attempts at others So that children can apply their phonics to sound out and spell words independently. e.g. "puffing", "scared", "brave"</p>
	<p>LO: To separate words with spaces So that each word is easy to read. e.g. "Now I know that even small mice can be brave like lions."</p>

WAGOLL

One day I saw a **big** lion. He was loud and brave. I was small and quiet. I did not like being last. I said I will go to the lion. I was a bit **scared** but I had to try. I went up the cliff. It was very high. I was puffing and hot. The lion did a big roar. I ran away. I was very **scared**. The lion said he was scared too. He was scared of a **spider!** We both laughed. The lion said I was very brave. Now I know that small mice can be **brave** like lions.



Teaching Sequence for Writing

IMMERSION

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> Plan up to five lessons with a clear purpose and audience Include drama, role-play, and vocabulary development Use high-quality texts and model shared/guided reading Teach key vocabulary and display it for reference Link lessons to previous and current learning 	<ul style="list-style-type: none"> Engage actively in reading activities Ask questions and make connections to their own experiences Visualise, evaluate, and explore characters in depth Take part in discussions and group tasks Reflect on learning and outcomes 	<ul style="list-style-type: none"> Photos of drama or role-play Mind maps showing ideas and understanding Character thoughts and reflections Captions and activity descriptions Annotated examples of learning tasks 	<ul style="list-style-type: none"> Clear purpose displayed using “so that...” statements Genre, audience, and purpose for tasks clearly shown Key vocabulary with child-friendly definitions Arrows or timelines to show the learning journey Evidence of past and current learning on display
Skills		Activities	
<ul style="list-style-type: none"> I know how to generate vocabulary I know how to debate I know how to discuss I know how to empathise I know how to infer thoughts and feelings I know how to research I know how to retell a story I know how to retell an event I know how to make notes I know how to gather ideas I know how to listen to a story I know how to role play I know how to ask questions to improve my understanding 		<ul style="list-style-type: none"> Watch videos and explore artefacts and pictures Retell stories through speaking, drawing, and writing Take part in class discussions and simple debates Make predictions about what might happen next in a story Generate new vocabulary as a class or in groups Describe characters and settings using words and pictures Write simple book reviews Write for real-life purposes (e.g. invitations for a class event) Act out different parts of the story Freeze frame Take children on trips and visits Use experiences such as now press play 	



IMMERSION		
Learning objective and key vocabulary	Activity Ideas	Key Resources



ANALYSE AUTHOR CHOICE

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> • Share a simple list of what good work should include. • Use visual checklists and refer to them often. • Point out interesting words or bold features like big letters or colours. • Ask, "Why did the author do that?" • Plan hands-on tasks like sorting, matching, or drawing. • Use pair or group activities to get children talking. • Highlight key parts and talk about what makes them good. • Help children spot capital letters, adjectives, or questions. • Use coloured pens or highlighters to identify features together. 	<ul style="list-style-type: none"> • Learn new words and talk about what they mean. • Try using them in your writing or speaking. • Say why the author used a big word or picture. "The big letters show it's loud." • Make a list of new words with easy meanings. "Brave – not scared." • Copy good ideas into your own work. 	<ul style="list-style-type: none"> • Highlighted or underlined features in model texts (e.g. adjectives, capital letters, question marks). • Matching and sorting activities stuck in (e.g. words to meanings, layout features). • Speech or thought bubbles written by pupils for characters. • Word banks, vocabulary lists, or mini glossaries created by pupils. 	<ul style="list-style-type: none"> • BUSC • WAGOLs (What A Good One Looks Like) with key features labelled. • Word banks with new or topic-specific words and simple meanings. • Clear examples of what the writing should look like (e.g. letters start with "Dear..."). • Success criteria written with the class and referred to during lessons.
Skills		Activities	
<ul style="list-style-type: none"> • I know why authors choose certain vocabulary • I know why texts are presented in different ways • I know why vocabulary is powerful 		<ul style="list-style-type: none"> • Annotate a WAGOLL • Analyse quotes from the text • Vocabulary lists • Glossaries 	



ANALYSE AUTHOR CHOICE

Learning objective and key vocabulary	Activity Ideas	Key Resources



SKILLS AND SPAG

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> Plan up to five lessons, with the final session focused on spelling and transcription Choose tasks that support applying phonics knowledge in writing Model how to spell words using segmenting and phoneme awareness Provide guided writing and dictation tasks to practise spelling in context Differentiate activities based on children's phonics phase and writing ability 	<ul style="list-style-type: none"> Use phonics to segment and spell words when writing Practise writing simple sentences with correct spelling and punctuation Edit and improve spellings using phoneme knowledge and word mats Take part in spelling games, dictation, and handwriting practice 	<ul style="list-style-type: none"> Phonics-based spelling tasks (e.g. missing sounds, word building) Sentences showing use of known phonemes and tricky words Dictated sentences using focus sounds or spelling patterns Writing tasks that show application of phonics in context (e.g. short stories or captions) Attempts to spell new or unknown words using phonics strategies 	<ul style="list-style-type: none"> Spelling focus of the week with phoneme or grapheme examples Word banks with focus sounds/tricky words Modelled examples showing how to sound out and spell "So that" statements (e.g. "So that we can write clearly and spell words correctly") Shared writing with highlighted phonics or spelling focus
Skills		Activities	
<ul style="list-style-type: none"> Teach SPaG in context, e.g. capital letters, full stops, finger spaces, and simple conjunctions (like <i>and</i>, <i>but</i>) Focus on phonics-based spelling and transcription, using known graphemes and tricky words Reinforce spelling through dictation, guided writing, and independent application Support children to understand how grammar and punctuation help make writing clear and readable 		<ul style="list-style-type: none"> Create and practise simple sentences using vocabulary and grammar from shared texts Innovate sentences or short paragraphs based on a familiar story (e.g. changing characters or settings) Practise writing sentences using focus sounds or tricky words from phonics lessons Use grammar games, sentence building, and oral rehearsal to build fluency Apply practised sentence structures in independent or final writing pieces (e.g. captions, story endings, invitations) 	



SKILLS AND SPAG

Learning objective and key vocabulary	Activity Ideas	Key Resources



ANALYSE AND FEATURE FIND

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> • Show a good example of the type of writing (WAGOLL) • Help children spot what makes it good (e.g. capital letters, full stops, time words) • Create a simple success checklist with the class • Use fun and hands-on activities to explore the features of the text 	<ul style="list-style-type: none"> • Talk about what they notice in the good writing example • Work with a partner to find features (e.g. where the story starts, where it ends) • Share their ideas about what makes good writing • Use what they find to help with their own writing later 	<ul style="list-style-type: none"> • Simple checklists (toolkits) with pictures or icons • Texts with colour-coded or highlighted features (e.g. full stops in red) • Drawings or labels showing parts of the text (e.g. "This is the beginning") 	<ul style="list-style-type: none"> • Success criteria made by the class in their own words (e.g. "Use a big letter at the start") • Good examples of writing with labels or arrows • Word lists or feature lists with pictures • "So that" statements (e.g. "So that we can write our own stories")
Skills		Activities	
<ul style="list-style-type: none"> • I know which features to include in my writing (e.g. capital letters, time words, story openers) • I can spot features in a piece of writing (like where it starts, where it ends, or what words are used) • I understand how writing is put together, like the order of instructions or the parts of a story • I can help make a checklist for good writing (success criteria) 		<ul style="list-style-type: none"> • Annotate a WAGOLL by highlighting or underlining features like capital letters, openers, or adjectives • Create success criteria as a class using simple language and visual aids (e.g. "Start with a big letter") • Annotate a real-life text (e.g. a menu, letter, or sign) by spotting parts they recognise • Sort features (e.g. matching sentence types, punctuation marks, or story parts) • Order parts of a text like instructions or a recount (e.g. what happened first, next, last) 	



ANALYSE AND FEATURE FIND

Learning objective	Activity Ideas	Key resources



PLAN – as a class

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> • Lead the class in planning a piece of writing together (e.g. a story, recount, or instructions) • Use drama or oral rehearsal to help children build and remember ideas • Create a shared story map or writing plan on the board or flipchart • Refer to success criteria and model how to include important features • Use visual aids (pictures, sentence starters, key vocabulary) 	<ul style="list-style-type: none"> • Join in class discussion to help plan the writing • Suggest ideas for what happens at the beginning, middle, and end • Help create the class plan/map with pictures or key words • Repeat sentences orally to practise language and structure • Help decide what needs to be included by using the success criteria 	<ul style="list-style-type: none"> • A copy of the class plan stuck into individual books (story map, boxed-up planner, or sentence scaffold) • Drawings or labelled sections that show beginning, middle, and end • Key words or phrases generated by the class • Simple vocabulary or sentence building activities linked to the class plan 	<ul style="list-style-type: none"> • The class-created plan (e.g. large story map or plan) • Key vocabulary and sentence starters • Purpose of the writing (e.g. “We are planning a story so that we can write one tomorrow”) • Visuals to support structure (e.g. story mountain, first/next/then/last arrows)
Skills		Activities	
<ul style="list-style-type: none"> • I know how to plan... 		<ul style="list-style-type: none"> Oral rehearsal • Story maps • Boxing up • Mind maps • Planning grids • Plan structure (who, what, where, when, why) • Plan in SPAG • Plan in genre feature 	



PLAN		
Learning objective	Activity Ideas	Key resources



TRANSCRIPTION

How to plan - [5 steps of dictated sentences - Copy.docx](#)

Examples - [Dictated sentences planning updated - Copy.docx](#)

Dictated sentence	Dictation support
	PD1: PD2a: PD2b: PD2c: 3: 4: 5: 6:
	PD1: PD2a: PD2b: PD2c: 3: 4: 5: 6:



REVIEW REVISE EDIT ** Not required in Y1***

Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> Give feedback using simple success criteria. Give next steps for writing and for checking punctuation or spelling. Give children chances to improve their work or write more. 	<ul style="list-style-type: none"> Listen to feedback and make changes. Add missing ideas or fix mistakes in spelling, punctuation or grammar. Work with a partner to check writing makes sense. 	<ul style="list-style-type: none"> Improvements shown in a different colour. Short redrafts or added sections. Peer or self-checks. “I changed this because...” or “So that...” statements. 	<ul style="list-style-type: none"> Edited examples of writing (before and after). Reminders of how to check and improve writing. Examples of how to fix a sentence or improve vocabulary. Sentence stems for giving feedback (e.g. “I liked... You could add...”).
Skills		Activities	
<ul style="list-style-type: none"> I know how to edit and improve a text I know how to redraft a text 		<ul style="list-style-type: none"> Edit and improve – independently, peer, with teacher or TA <ul style="list-style-type: none"> Redraft own work Redraft work of others Refer back to audience and purpose 	



REVIEW REVISE EDIT

Learning objective

Activity

Key resources

Learning objective	Activity	Key resources



PUBLISH/ PERFORM

PUBLISH/ PERFORM			
Teacher Actions	Pupil Actions	Evidence in Books	Evidence on Working Walls
<ul style="list-style-type: none"> 1 session Provide inspiring publishing or performance opportunities, showcase student work, where possible provide a real audience 	<ul style="list-style-type: none"> Publish work according to the so that intention, take pride in presentation, perform pieces for audience. 	<ul style="list-style-type: none"> Final published work. 	<ul style="list-style-type: none"> Published pieces on display, anthologies, shared performances.
Skills		Activities	
<ul style="list-style-type: none"> I know how to publish a text I know how to perform a genre of writing I know how to write a (genre) 		Publish pieces on learning wall/in anthology/on 'fancy' paper <ul style="list-style-type: none"> Make books/diaries Make leaflets/letters Visit another class to read their work Share with HT Share with audience 	



PUBLISH/ PERFORM

Learning objective	Activity	Key resources



ASSESSMENT CHECKLIST ** All objectives in Autumn are covered**

JB	To be completed with support from TRUST
ARE	
GD	

Year 1 Autumn Term

Compose sentences orally	
Demarcate <u>many</u> sentences with capital letters and full stops (including through dictation).	
Use capital letters for names and the personal pronoun 'I'.	
Segment spoken words into phonemes and use phonic knowledge and skills from Reception and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others.	
Separate words with spaces	