

Overview of Y1 Writing Curriculum 2024-25

Autumn Term						
Rationale						
<p>Autumn 1</p> <p>Throughout this half term the writing curriculum is associated with getting children to write about their personal experiences. Linking their writing to what the children know gives them a deeper understanding of what they are writing about. We then start to look at Jack and the Beanstalk as this links to traditional fairy tales. Within this book, we look at character descriptions using adjectives for detail whilst teaching the children basic sentence structures, grammar and punctuation. The children then move on to studying a poem in detail, learning the poem and then performing the poem. We decided to pick The Alphabet Poem by Michael Rosen as this will help the children to consolidate the alphabet which they listen to everyday in their phonics lessons.</p> <p>Autumn 2</p> <p>Firstly, this half term the children will be discussing toys from their grandparent's childhood as part of their history unit of study. Following that children complete alliterative poetry linked to seasons as this is linked to their Science unit of study. The last piece of writing we start by introducing the traditional fairy tale The Three Little Pigs. The children are introduced to the story and look in depth at the tale. Children then create a narrative based on the story.</p>						
Weeks	Key Stimuli	Key Purpose	Forms	Spelling	Grammar & Punctuation	Handwriting
Autumn 1						
1	All about me / holidays	Establish writing abilities of children in class	Sentences Labels (for display)	'ck' Phonics Phase 2 (1)	Finger spaces Capital letters and full stops to demarcate sentences	Pre-module assessment (1)
2 & 3	Photographs of where they live	To inform	Labels & sentences (labels wts, sentences exp & gds)	'nk' Phonics Phase 4 (2) 'ff', 'll', 'ss', 'zz' Phonics Phase 2 (3)	To use one or two adjectives to describe Understand how words can combine to make sentences	Lessons 1 & 2 (2) Lessons 3 & 4 (3)
Genre is the progression						
4 & 5	Jack & the Beanstalk	To entertain	Characterisation	'-ve' Phonics Phase 2 (4) long 'oo' & short 'oo' Phonics Phase 3 (5)	Finger spaces Capital letters and full stops to demarcate sentences To use one or two adjectives to describe Understand how words can combine to make sentences.	Lessons 5 & 6 (4) Lesson 7 & 8 (5)

Progression of genre: Prior knowledge from EYFS: -Write about a character from a story you know or make up a new character. -Give your character a name. -Use familiar adjectives to describe your character e.g. friendly, scary. -Have a 'goodie' or a 'baddie' -Give your character a problem. -End with 'happily ever after'				Progression of genre: Use simple similes to describe e.g. He was as fierce as a lion. -Use power of 3 sentences to describe e.g. he was friendly, helpful and kind. -Use adverbs e.g. she always laughed happily. -Use simple noun phrases e.g. she had long, blonde hair. -Use some alliteration e.g. she always had a gorgeous grin.		
6 & 7	Photographs of local area	To entertain	Setting description	'ai' sound 'oi' sound Phonics Phase 3 (6) 'ar' sound Phonics Phase 3 (7)	Finger spaces Capital letters and full stops to demarcate sentences To use one or two adjectives to describe Understand how words can combine to make sentences.	Lesson 9 & 10 (6) Lesson 11 & 12 (7)
Progression of genre: Prior knowledge from EYFS: -Draw maps showing different settings. -Create simple stories that start and end in the same place. -Create stories where a main character goes from setting to setting on a journey. -Select from a range of photo settings. -Choose a scary setting where something might happen e.g. haunted house, dark woods, old house. -Use adjectives to describe settings.				Progression of genre: -Choose a name for the setting e.g. church – linked to RE - baptism -Use all the senses to describe the setting. -Use 'power of 3' sentences to describe e.g. it was a glorious, sparkling, amazing castle. -Include some extra detail to bring the setting to life e.g. In the enchanted forest, where it was always summer. -Choose adjectives with care and use 'like' and 'as' to make similes. -Include time of day and weather e.g. It was just before lunch on a beautiful sunny day. -Select scary settings and create dilemmas.		
8	The Alphabet Poem by Michael Rosen	To entertain	Poetry by heart	'ear' sound Phonics Phase 3 (8)		Lessons 12 & 13 (8)
Progression of genre: Phase 1 Prior knowledge from EYFS: -Reading the poem together -Oral rehearsal with actions -Looking at simple features e.g. title, poet and simple rhyming pairs.				Progression of genre: Phase 1 -Reading and responding to simple questions e.g. what do you like/dislike about the poem? Does anything puzzle you about the poem? -Does the poem remind you of another poem or book? Why? -Creating simple success criteria. -Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age appropriate -vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. -Opportunity to look at other poems by the same poet or poems on the same theme by other poets. -Drama/adding soundscapes to a poem/oral rehearsal with actions. -Write a simple review.		

Autumn 2						
1 & 2	Link to History Description of toys and how things have changed since their grandparent's childhood (ask children to bring in toys from their grandparent's childhood)	To entertain	Description of the toy	'air' sound Phonics Phase 3 (1) 'ow' & 'ou' sound Phonics Phase 3 = ow Phonics Phase 5 = ou (2)	Using coordinating conjunction 'and' Capital letters for names, places, the days of the week and the personal pronoun 'I' Finger spaces Capital letters and full stops to demarcate sentences	Lessons 14 & 15 (1) Lessons 16 & 17 (2)
Progression of genre: Prior knowledge from EYFS: -Look attentively and describe new experiences. -Use adjectives to say what images look like. -Use all the senses to discuss and describe – look, touch, taste, hear and smell. -Use powerful verbs to describe the quality of movement e.g. crept, tiptoed.			Progression of genre: -Use precise nouns to create a picture in the reader's mind e.g. terrier instead of dog. -Choose adjectives with care and also use a comma e.g. the tiny, delicate petals. -Use power of 3 sentences to describe e.g. the distant, glittering star. -Choose powerful verbs instead of got, came, went, said, look. -Use adverbs to describe how e.g. she whispered softly. -Use 'as' and 'like' similes. -Draw on all the senses when describing.			
3	Internal Assessments and bridge any gaps during this Autumn term.	Assessment of spellings taught so far	Question and exclamation marks	'igh' & 'ie' sound Phonic Phase 3 = igh Phonics Phase 5 = ie (3)		Lessons 18 & 19 (3)
4 & 5	The Months by Sarah Coleridge	To entertain	Alliterative List Poems	'ee' & 'ea' sound Phonic Phase 3 = ee Phonics Phase 5 = ea (4) 'ay' sound 'oy' sound Phonics Phase 5 (5)	Using coordinating conjunction 'and' Capital letters for names, places, the days of the week and the personal pronoun 'I' Finger spaces Capital letters and full stops to demarcate sentences	Lessons 20 & 21 (4) Lessons 22 & 23 (5)
Progression of genre: Prior knowledge from EYFS: -Reading the poem together -Oral rehearsal with actions -Looking at simple features e.g. title, poet and simple rhyming pairs.			Progression of genre: Phase 1 -Reading and responding to simple questions e.g. what do you like/dislike about the poem? Does anything puzzle you about the poem? -Does the poem remind you of another poem or book? Why? -Creating simple success criteria. -Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age appropriate -vocab used by the poet e.g. adjectives, nouns, powerful verbs etc.			

				-Opportunity to look at other poems by the same poet or poems on the same theme by other poets. -Drama/adding soundscapes to a poem/oral rehearsal with actions. -Write a simple review.		
6 & 7	The Three Little Pigs	To entertain	Narrative	'er' soundPhonics Phase 3 (6) ur' & 'ir' sound Phonics Phase 3 = ur Phonics Phase 5 = l (7)		Lesson 24 & 25 (6) Lessons 26 & 27 (7)
Progression of genre: Prior knowledge from EYFS: -Simple narratives and retellings are told/ written in first or third person. -Simple narratives are told/ written in past tense. -Simple narratives use typical characters, settings and events whether imagined or real. -Simple narratives use some story language. -Learn stories orally and retell them with actions. -Introduce story characters/props into provision areas to structure play. -Tell and retell stories using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. -Make simple innovations to known stories. E.g. change main character. -Think, say and write sentences to retell a story in their own words or writes their own simple stories				Progression of genre: -Simple narratives and retellings are told/written in first or third person. -Simple narratives are told/ written in past tense. -Events are sequenced to create texts that make sense. -The main participants are human or animal. -Simple narratives use typical characters, settings and events whether imagined or real. -'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. -Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. -Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. -Sentences are demarcated using full stops, capital letters and finger spaces. -Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. -Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! -Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. -Learn stories orally and retell them with actions. -Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. -Listen to/ learn stories and narrative texts that use the features required for the writing. -Use drama to understand to deepen understanding of chosen text. -Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. -Think about the intended audience and the purpose of the story (e.g. to scare, amuse, and teach a moral...) so that plans are shaped to satisfy the audience and purpose. -Make structured plans based on the chosen story by changing characters and key events. -Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. -Think, say and write sentences to tell the story or narrative in their own words.		

Spring Term

Rationale

Spring 1

Throughout this half term the writing curriculum is linked to their Geography unit of study 'What is my country?' Linking their writing to what the children are learning about cross curricular makes the writing more meaningful and develops their understanding further of the unit of study. We start with poetry by heart, the children study a poem in detail, learn the poem and then perform the poem. We decided to base the poem on My Colours by Colin West as children are taking part in trust Art Week during this half term. The first piece of writing is labelling a map of the country. We decided to do this first as children need to be aware of where major cities are in their country. We then move on to the book Paddington's London Story Treasury and children write a letter from Paddington's perspective about the exciting attractions and sites he visited during his time in London. Following on from that using the knowledge the children have acquired over the half term they produce a non-chronological report on London. The last piece of work is related to our trust Art Week. The children will describe a picture/painting that the artist has produced.

Spring 2

Writing in Spring 2 is linking with both History unit of study 'Who were the great nurses of the past' and Science unit of study 'Plants'. The children's first piece of writing is a non-chronological report based on plants. This will be over 2 weeks and children can draw on knowledge taught about plants in those two weeks. The last piece of writing in Spring 2 is a diary entry based on Florence Nightingale. We decided to do this piece of writing at the end of the half term because children can draw on all their knowledge, they have been taught over the full half term and then complete the diary entry.

Weeks	Key Stimuli	Key Purpose	Forms	Spelling	Grammar & Punctuation	Handwriting
Spring 1						
1	My Colours - Colin West	To entertain	Poetry by heart	'or' & 'ore' sound Phonics Phase 3 = or (1)	Understand how words can combine to make sentences.	Lessons 28 & 29 (1)
Progression of genre: Prior knowledge from EYFS: Phase 2 Making suggestions on how to innovate simple, well known rhymes. -Making lists of vocabulary suitable for poem				Progression of genre: Phase 2 -Drama -Short bursts of writing to capture ideas e.g. creating word banks of adjectives, powerful verbs or adverbs suitable for the intended outcome. -Making lists of alliterative names e.g. acrobatic Abi or alliterative sentences e.g. lazy lizards licked luscious lollies. -Odd one out games to create rhyming pairs e.g. cat, rat, ball. -Using simple dictionaries -Making structured plans.		

2	Map of the country	To inform	Labelling a map of their country	'aw' & 'au' sound Phonics Phase 5 = aw Phonics Phase 5 = au (2)	Using coordinating conjunction 'and' Capital letters and full stops Finger spaces Question and exclamation marks	Lessons 30 & 31 (2)
Genre is the progression Link to geographical and historical knowledge – London is the capital of England and it is where the King lives.						
3 & 4	Paddington's London Treasury by Michael Bond	To inform	Letter	'wh' sound Phonics Phase 5 (3) 'ph' sound Phonics Phase 5 (4)	Using coordinating conjunction 'and' Capital letters and full stops Finger spaces Question and exclamation marks	Lessons 32 & 33 (3) Lessons 34 & 35 (4)
Progression of genre: Prior knowledge from EYFS: -Start with 'dear' can be given -End with 'from' -Usually written in first person 'I'			Progression of genre: -Senders address at the top right -Use a greeting -Specific names people, places, things (proper nouns) -Informal ending e.g. 'best wishes' etc. -Chatty tone: -Contracted forms of words e.g. can't won't etc. -Questions and exclamations -Informal connectives, as in everyday speech e.g. and/ because/ so. Can also be used as openers. -Possible text structure: -Introduction – Include greeting and explain why you are writing -Main body – Write in detail about the subject -Conclusion - What did you think about the subject? Closing line e.g. I hope to see you soon. -Formal			
5 & 6 (week 5 – 4 days)	Paddington's London Treasury by Michael Bond	To inform	Non-chronological report	'ue' & 'ew' sound Phonics Phase 5 = ue Phonics Phase 5 = e (5) 'oa' & 'oe' sound Phonics Phase 3 = oa Phonics Phase 5 = oe (6)	To use one or two adjectives to describe To use adjectives to describe (sometimes ambitious beyond the year group)	Lessons 36 & 37 (5) Lessons 38 & 39 (6)

<p>Progression of genre: Prior knowledge from EYFS: Title (can be given) -Simple subject specific language - Present or past tense - May be linked to a real-life experience e.g. trip or visitor - Simple connectives e.g. 'and'</p>				<p>Progression of genre: -Subject specific language -Facts -Present or Past tense (depending on subject) -Usually written in third person (he, she. It, they) -Coordinating conjunctions to link two main ideas -Subordinating conjunctions -Title (can be given) -Subheadings (can be given) -Pictures/captions/labels could be used to aid presentation Possible text structure: -Introduction - A sentence to explain what is being written about -Main body - A few sentences underneath each subheading. -Conclusion - A sentence to describe own opinion of the subject and why.</p>		
Spring 2						
Assessment week				'a-e' split digraph Phonics Phase 5 (1) Assessment of spellings taught so far	Use plural suffixes -s and -es	Lessons 40 & 41 (1)
2 & 3	Science plant unit of study	To inform	Non-chronological report	'e-e' split digraph Phonics Phase (2) 'i-e' split digraph Phonics Phase 5 (3)	Use suffixes -ing, -ed, -er and -est to change verbs. Use prefix un- to change the meaning of verbs/adjectives.	Lessons 42 & 43 (2) Lessons 44 & 45 (3)
<p>Progression of genre: Prior knowledge from EYFS: Title (can be given) -Simple subject specific language - Present or past tense - May be linked to a real-life experience e.g. trip or visitor - Simple connectives e.g. 'and'</p>				<p>Progression of genre: -Subject specific language -Facts -Present or Past tense (depending on subject) -Usually written in third person (he, she. It, they) -Coordinating conjunctions to link two main ideas -Subordinating conjunctions -Title (can be given) -Subheadings (can be given) -Pictures/captions/labels could be used to aid presentation Possible text structure: -Introduction - A sentence to explain what is being written about</p>		

				-Main body - A few sentences underneath each subheading. -Conclusion - A sentence to describe own opinion of the subject and why.		
4 & 5 (4 days)	Florence Nightingale by Lucy Lethbridge	To inform	Diary entry	'o-e' split digraph Phonics Phase 5 (4) 'u-e' split digraph Phonics Phase 5 (5)	To use adjectives to describe (sometimes ambitious beyond the year group)	Lessons 46 & 47 (4) Lessons 47 & 48 (5)
Progression of genre: Prior knowledge from EYFS: -Written in the first person -Past tense -Retell important events -Include date and dear diary (can be given)				Progression of genre: -Simple adjectives to describe thoughts/ feelings. -Time adverbials -(Y2) Informal language/chatty style -(Y2) Some use of exclamation sentences e.g. What fun we had! -Include date at the beginning and 'dear diary' Suggested text layout: Introduction What are you going to tell them about? What did you think about it? Main body Simple sentences of what you did.		

Summer Term

Rationale

Summer 1

This half term children will be linking their writing to traditional tales, their Science unit of study 'Animals including humans' and Geography unit of study 'What does the rest of the world look like?' The first piece of writing children will give children an opportunity to write days of the week, through the study of 'The very hungry caterpillar' by Eric Carle. With this book children will create a diary entry from the perspective of the caterpillar. Their next piece of writing is based on well-known rhymes. The children use Incy, Wincy Spider and create their own rhyme based on an animal they have studied in Science. By this time children will have a good understanding of a range of animals from their Science lessons. The last piece of writing is based on the book Handa's Surprise. The book will be studied in depth and children create a narrative based on the story.

Summer 2

This half term children will be relating their writing to their History unit of study 'What did Mary Anning do that was so special?', Science unit of study 'Seasonal changes', annual Sports Week and poetry by heart. The first piece of writing is a descriptive piece of writing about a stone/shell. This links to History and Mary Anning's discovery of fossils. The second piece of writing links with Sports Week and children write a set of instructions based on a game they played during Sports Week the previous week. The next piece of work is a comparison based on seasons. Children will have an in-depth knowledge of all the different seasons as they have studied this throughout the year. Lastly poetry by heart, the children study a poem in detail, learn the poem and then perform the poem. We decided to pick Queue for the Zoo as in the previous half term children have been learning about animals in Science and will have good knowledge from this unit of work.

Weeks	Key Stimuli	Key Purpose	Forms	Spelling	Grammar & Punctuation	Handwriting
Summer 1						
1 & 2	The Very Hungry Caterpillar	To inform	Diary	'ow' making 'oa' sound Phonics Phase 5 (1) Words ending in 'y' making 'ee' Phonics Phase 5 (2)	To use the joining words (conjunctions) e.g. 'because', 'when' 'so', 'but' to link ideas and sentences	Lessons 49 & 50 (1) Lessons 51 & 52 (2)
Progression of genre: Prior knowledge from EYFS: -Written in the first person -Past tense -Retell important events -Include date and dear diary (can be given)				Progression of genre: -Simple adjectives to describe thoughts/ feelings. -Time adverbials -(Y2) Informal language/chatty style -(Y2) Some use of exclamation sentences e.g. What fun we had! -Include date at the beginning and 'dear diary' Suggested text layout: Introduction What are you going to tell them about? What did you think about it? Main body Simple sentences of what you did.		

3 & 4	Incy Wincy Spider	To entertain	Innovate a well-known rhyme based on an animal	'k' sound Phonics Phase 2 with the emphasis on the rule (3) 'ea' making 'e' sound Phonics Phase 5 (4)	To use adjectives to describe (sometimes ambitious beyond the year group) To use -s and -es to form regular plurals correctly.	Lessons 53 & 54 (3) Lessons 55 & 56 (4)
Progression of genre: Prior knowledge from EYFS: Phase 3 -Orally innovating well known rhymes or poems. -Simple writing outcomes linked to the poem.				Progression of genre: Phase 3 -Written outcome using a scaffold/cloze procedure and some independent ideas. -Simple independent outcome when following simple success criteria e.g. quatrain or cinquain.		
5 & 6	Handa's Surprise	To entertain	Narrative	'-er', '-est' (suffixes) (5) '-ing', '-ed', '-er' (suffixes) (6)	To use the prefix 'un' correctly. To add the suffixes -ing, -ed, -er and -est to root words spelt accurately. To spell simple compound words	Lessons 57 & 58 (5) Lessons 59 & 60 (6)
Progression of genre: Prior knowledge from EYFS: -Simple narratives and retellings are told/ written in first or third person. -Simple narratives are told/ written in past tense. -Simple narratives use typical characters, settings and events whether imagined or real. -Simple narratives use some story language. -Learn stories orally and retell them with actions. -Introduce story characters/props into provision areas to structure play. -Tell and retell stories using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities. -Make simple innovations to known stories. E.g. change main character. -Think, say and write sentences to retell a story in their own words or writes their own simple stories			Progression of genre: -Simple narratives and retellings are told/written in first or third person. -Simple narratives are told/ written in past tense. -Events are sequenced to create texts that make sense. -The main participants are human or animal. -Simple narratives use typical characters, settings and events whether imagined or real. -'Story language' (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing. -Stories are often written in the third person and past tense e.g. Goldilocks ate the porridge; Goldilocks broke the chair; She fell asleep in Baby Bear's bed. -Personal recounts and retellings often use the first person and past tense, e.g. I had tea at my Granny's house on Saturday; We went to the park after school. -Sentences are demarcated using full stops, capital letters and finger spaces. -Use of conjunctions e.g. and ... to join ideas and create variety in the sentence structure. -Use of exclamation marks to indicate emotions such as surprise or shock e.g. Help! Oh no! -Question marks can be used to form questions, e.g. I said to Mum can I have a biscuit? Who are you? Said the wolf. -Learn stories orally and retell them with actions. -Tell and retell stories orally using props and plans for assistance (e.g. story maps, puppets, pictures) and through drama activities.			

	<ul style="list-style-type: none"> -Listen to/ learn stories and narrative texts that use the features required for the writing. -Use drama to understand to deepen understanding of chosen text. -Activities to deepen the understanding of the structure of the chosen story e.g. using Story Mountain. -Think about the intended audience and the purpose of the story (e.g. to scare, amuse, and teach a moral...) so that plans are shaped to satisfy the audience and purpose. -Make structured plans based on the chosen story by changing characters and key events. -Recognise and use 'story language' e.g. Once upon a time, later that day, happily ever after etc. -Think, say and write sentences to tell the story or narrative in their own words.
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Summer 2						
1 & 2	Description of Locomotion No.1	To inform	Description	Compound words (1) 'un-' prefix (2)	Recap through all grammar and punctuation taught this academic year	Lessons 61 & 62 & 63 (1) Lessons 64 & 65 & 66 (2)
Progression of genre: Prior knowledge from EYFS: -Look attentively and describe new experiences. -Use adjectives to say what images look like. -Use all the senses to discuss and describe – look, touch, taste, hear and smell. -Use powerful verbs to describe the quality of movement e.g. crept, tiptoed.			Progression of genre: -Use precise nouns to create a picture in the reader's mind e.g. terrier instead of dog. -Choose adjectives with care and also use a comma e.g. the tiny, delicate petals. -Use power of 3 sentences to describe e.g. the distant, glittering star. -Choose powerful verbs instead of got, came, went, said, look. -Use adverbs to describe how e.g. she whispered softly. -Use 'as' and 'like' similes. -Draw on all the senses when describing.			
3	Sports Week / Assessment week			Sports Week Assessment of spellings taught so far		Lessons 67 & 68 & 69 (3)
4 & 5	Sports Week Game	To instruct/inform	Instructions	'-tch' (4) 'ie' making 'ee' sound (5)		Lessons 70 & 71 & 72 (4) Lessons 73 & 74 & 75 (5)
Progression of genre: Prior knowledge from EYFS: Use of 'bossy' verbs -Title (can be given). -Simple instructional sentences written next to a given picture of step or steps.			Progression of genre: -Simple time words first, next etc. -Use of imperative verbs e.g. Cut the card.... Paint your design... Begin to extend each instruction across two or more sentences using phrases like: Make sure/ Never / Ask a grown-up/ Always/ If/ Carefully/Do not -(Y2) Commas in lists may be used to separate required ingredients/materials. -Title e.g. How to -Bullet points or numbers -May include pictures with captions -Simple subheadings e.g. What you need/ What to do (can be given) Possible text structure: Introduction Sentence to introduce item to be produced. List of ingredients and quantities beneath a subheading (can be given) Main body Sentences to describe each step with specific information. Numbered steps Conclusion A simple sentence to say what the end product will be like and what it can be used for.			

6	The Tree, Seasons come and Seasons go by Patricia Hegarty	To inform	Comparison	'are' making 'air' sound 'ear' making 'air' sound		Lessons 76 & 77 & Post-module assessment (6)
Progression of genre: Phase 1 Prior knowledge from EYFS: -Reading the poem together -Oral rehearsal with actions -Looking at simple features e.g. title, poet and simple rhyming pairs.			Progression of genre: Phase 1 -Reading and responding to simple questions e.g. what do you like/dislike about the poem? Does anything puzzle you about the poem? -Does the poem remind you of another poem or book? Why? -Creating simple success criteria. -Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age appropriate -vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. -Opportunity to look at other poems by the same poet or poems on the same theme by other poets. -Drama/adding soundscapes to a poem/oral rehearsal with actions. -Write a simple review.			
7	Queue for the Zoo – Clare Bevan	To entertain	Poetry by heart			Lessons 78 & 79 & 80 (7)
Progression of genre: Phase 1 Prior knowledge from EYFS: -Reading the poem together -Oral rehearsal with actions -Looking at simple features e.g. title, poet and simple rhyming pairs.			Progression of genre: Phase 1 -Reading and responding to simple questions e.g. what do you like/dislike about the poem? Does anything puzzle you about the poem? -Does the poem remind you of another poem or book? Why? -Creating simple success criteria. -Identifying simple features e.g. title, poet, number of lines; circling rhyming couplets; identifying age appropriate -vocab used by the poet e.g. adjectives, nouns, powerful verbs etc. -Opportunity to look at other poems by the same poet or poems on the same theme by other poets. -Drama/adding soundscapes to a poem/oral rehearsal with actions.			