

<u>Problem / Resolution Story Expectations Y1</u>	<u>National Curriculum Writing Expectations Y1</u>
Explain how a character feels	Write words using letters I have already learned.
Use time words to start the story	Write the days of the week.
Use place to add detail	Say the alphabet in the right order.
Use precise nouns to name 'it'	Say some letters that sound the same but are different.
Create pictures in the reader's mind	Spell some words ending in: s, es, ing, ed, er, est.
Use adverbs	Spell some words starting with un.
End by stating what the character has learned or how they have changed	Write some upper-case and lower-case letters.
Use adjectives in the power of 3	Write numbers 1-9.
Use alternative, exciting verbs for said.	Write in sentences.
Use exciting vocabulary to make the reader feel scared or excited	Join ideas using 'and'.
Opening - Main character is introduced Build up - Main character goes to a new setting Problem - There is a problem Resolution - The problem has been solved Ending - Main character is happy again	Check my work.
	Leave finger spaces between words.
	Use capital letters, full stops, question marks and exclamation marks.
	Use a capital letter for names, places, days of the week and 'I'.

<u>Finding Story Expectations Y1</u>	<u>National Curriculum Writing Expectations Y1</u>
Explain how a character feels	Write words using letters I have already learned.
Use time to start	Write the days of the week.
Use adjectives to describe the place	Say the alphabet in the right order.
Use precise nouns to rather than 'it'	Say some letters that sound the same but are different.
Use exciting vocabulary to create pictures in the reader's mind	Spell some words ending in: s, es, ing, ed, er, est.
Use adverbs	Spell some words starting with un.
End by stating what the character has learned or how they have changed	Write some upper-case and lower-case letters.
Use adjectives in the power of 3	Write numbers 1-9.
Use exciting verbs to show how things are said	Write in sentences.
Use exciting words to make the reader feel scared or excited	Join ideas using 'and'.
Opening - Main character is introduced Build up - Main character finds something unusual, important or exciting Problem - Something goes wrong and it is the fault of the thing that was found Resolution - Main character has to put the object back / throw it away / hide it Ending - All is well again and lessons have been learned	Check my work.
	Leave finger spaces between words.
	Use capital letters, full stops, question marks and exclamation marks.
	Use a capital letter for names, places, days of the week and 'I'.

<u>Journey Story Expectations Y1</u>	<u>National Curriculum Writing Expectations Y1</u>
Explain how a character feels	Write words using letters I have already learned.
Use time to start	Write the days of the week.
Use adjectives to describe the place	Say the alphabet in the right order.
Use precise nouns to rather than 'it'	Say some letters that sound the same but are different.
Use exciting vocabulary to create pictures in the reader's mind	Spell some words ending in: s, es, ing, ed, er, est.
Use adverbs	Spell some words starting with un.
End by stating what the character has learned or how they have changed	Write some upper-case and lower-case letters.
Use adjectives in the power of 3	Write numbers 1-9.
Use exciting verbs to show how things are said	Write in sentences.
Use exciting words to make the reader feel scared or excited	Join ideas using 'and'.
Opening - Main character goes on a journey Build up - Something small goes wrong Problem - Something worse happens Resolution - The obstacles are overcome Ending - Main character gets there in the end	Check my work.
	Leave finger spaces between words.
	Use capital letters, full stops, question marks and exclamation marks.
	Use a capital letter for names, places, days of the week and 'I'.

<u>Conquering The Monster Story Expectations Y1</u>	<u>National Curriculum Writing Expectations Y1</u>
Explain how a character feels	Write words using letters I have already learned.
Use time to start	Write the days of the week.
Use adjectives to describe the place	Say the alphabet in the right order.
Use precise nouns to rather than 'it'	Say some letters that sound the same but are different.
Use exciting vocabulary to create pictures in the reader's mind	Spell some words ending in: s, es, ing, ed, er, est.
Use adverbs	Spell some words starting with un.
End by stating what the character has learned or how they have changed	Write some upper-case and lower-case letters.
Use adjectives in the power of 3	Write numbers 1-9.
Use exciting verbs to show how things are said	Write in sentences.
Use exciting words to make the reader feel scared or excited	Join ideas using 'and'.
Opening - Main character is introduced and all is well Build up - A monster appears and causes problems Problem - The monster is difficult to defeat Resolution - Main character defeats the monster Ending - All is well again and main character gets a reward	Check my work.
	Leave finger spaces between words.
	Use capital letters, full stops, question marks and exclamation marks.
	Use a capital letter for names, places, days of the week and 'I'.

<u>Warning Story Expectations Y1</u>	<u>National Curriculum Writing Expectations Y1</u>
Explain how a character feels	Write words using letters I have already learned.
Use time to start	Write the days of the week.
Use adjectives to describe the place	Say the alphabet in the right order.
Use precise nouns to rather than 'it'	Say some letters that sound the same but are different.
Use exciting vocabulary to create pictures in the reader's mind	Spell some words ending in: s, es, ing, ed, er, est.
Use adverbs	Spell some words starting with un.
End by stating what the character has learned or how they have changed	Write some upper-case and lower-case letters.
Use adjectives in the power of 3	Write numbers 1-9.
Use exciting verbs to show how things are said	Write in sentences.
Use exciting words to make the reader feel scared or excited	Join ideas using 'and'.
Opening - Main character is warned not to do something	Check my work.
Build up - Main character does what they are warned not to do	Leave finger spaces between words.
Problem - Something goes wrong and the main character is in trouble	Use capital letters, full stops, question marks and exclamation marks.
Resolution - Main character is rescued	Use a capital letter for names, places, days of the week and 'I'.
Ending - Main character is told off for not listening to the warning	

<u>Wishing Story Expectations Y1</u>	<u>National Curriculum Writing Expectations Y1</u>
Explain how a character feels	Write words using letters I have already learned.
Use time to start	Write the days of the week.
Use adjectives to describe the place	Say the alphabet in the right order.
Use precise nouns to rather than 'it'	Say some letters that sound the same but are different.
Use exciting vocabulary to create pictures in the reader's mind	Spell some words ending in: s, es, ing, ed, er, est.
Use adverbs	Spell some words starting with un.
End by stating what the character has learned or how they have changed	Write some upper-case and lower-case letters.
Use adjectives in the power of 3	Write numbers 1-9.
Use exciting verbs to show how things are said	Write in sentences.
Use exciting words to make the reader feel scared or excited	Join ideas using 'and'.
Opening - Main character wants something badly	Check my work.
Build up - Main character tries to get it	Leave finger spaces between words.
Problem - Main character is prevented by some sort of difficulty	Use capital letters, full stops, question marks and exclamation marks.
Resolution - Main character overcomes the difficulty	Use a capital letter for names, places, days of the week and 'I'.
Ending - Main character gets what they want	

<u>Explanation Expectations Y1</u>	<u>National Curriculum Writing Expectations Y1</u>
Use formal language	Write words using letters I have already learned.
Use present tense	Write the days of the week.
Use causal conjunctions	Say the alphabet in the right order.
Use generalisers such as everyone, all, most people	Say some letters that sound the same but are different.
Use technical language	Spell some words ending in: s, es, ing, ed, er, est.
Use detail to add information	Spell some words starting with un.
Use sequencing conjunctions	Write some upper-case and lower-case letters.
Paragraph 1 - Introduce what is being explained Paragraph 2 - First reason Paragraph 3 - Second reason Paragraph 4 - Conclusion	Write numbers 1-9.
	Write in sentences.
	Join ideas using 'and'.
	Check my work.
	Leave finger spaces between words.
	Use capital letters, full stops, question marks and exclamation marks.
	Use a capital letter for names, places, days of the week and 'I'.

<u>Recount Expectations Y1</u>	<u>National Curriculum Writing Expectations Y1</u>
Use past tense	Write words using letters I have already learned.
Use time conjunctions	Write the days of the week.
Use sentence signposts for coherence so sentences make sense	Say the alphabet in the right order.
Use specific words to make meanings clear	Say some letters that sound the same but are different.
Use descriptive language	Spell some words ending in: s, es, ing, ed, er, est.
Paragraph 1 - Opening to describe and introduce the main event Paragraph 2 - Topic sentences, linked and sequenced Paragraph 3 - Topic sentences, linked and sequenced Paragraph 4 - Topic sentences, linked and sequenced Paragraph 5 - Conclude and summarise	Spell some words starting with un.
	Write some upper-case and lower-case letters.
	Write numbers 1-9.
	Write in sentences.
	Join ideas using 'and'.
	Check my work.
	Leave finger spaces between words.
	Use capital letters, full stops, question marks and exclamation marks.
Use a capital letter for names, places, days of the week and 'I'.	

<u>Persuasion Expectations Y1</u>	<u>National Curriculum Writing Expectations Y1</u>
Use personal and direct words	Write words using letters I have already learned.
Use informal language	Write the days of the week.
Use emotive conjunctions	Say the alphabet in the right order.
Present opinions as facts	Say some letters that sound the same but are different.
Use slogans	Spell some words ending in: s, es, ing, ed, er, est.
Use imperative/bossy verbs	Spell some words starting with un.
Use emotive language to deceive	Write some upper-case and lower-case letters.
Use positive phrases	Write numbers 1-9.
Paragraph 1 - Personal problem as a question and introduction Paragraph 2 - Positive reason one Paragraph 3 - Positive reason two Paragraph 4 - Positive reason three Paragraph 5 - Concluding slogan	Write in sentences.
	Join ideas using 'and'.
	Check my work.
	Leave finger spaces between words.
	Use capital letters, full stops, question marks and exclamation marks.
	Use a capital letter for names, places, days of the week and 'I'.

<u>Instruction Expectations Y1</u>	<u>National Curriculum Writing Expectations Y1</u>
Use sequencing conjunctions	Write words using letters I have already learned.
Use numbers	Write the days of the week.
Use bullet points	Say the alphabet in the right order.
Use clear short sentences	Say some letters that sound the same but are different.
Use imperative verbs	Spell some words ending in: s, es, ing, ed, er, est.
Use subject specific and technical vocabulary	Spell some words starting with un.
Use formal language	Write some upper-case and lower-case letters.
Use present tense	Write numbers 1-9.
Paragraph 1 - Explain what the instructions will help the reader do Paragraph 2 - List your ingredients / what you need Paragraph 3 - Step by step instructions Paragraph 4 - Include a word or warning or reminder	Write in sentences.
	Join ideas using 'and'.
	Check my work.
	Leave finger spaces between words.
	Use capital letters, full stops, question marks and exclamation marks.
	Use a capital letter for names, places, days of the week and 'I'.

<u>Discussion Expectations Y1</u>	<u>National Curriculum Writing Expectations Y1</u>
Use addition conjunctions, such as 'and'	Write words using letters I have already learned.
Use contrast conjunctions, such as 'but'	Write the days of the week.
Use conclusion conjunctions, such as 'so'	Say the alphabet in the right order.
Use generalisers, such as 'everyone', 'all', 'most people'	Say some letters that sound the same but are different.
Use words to introduce opinions	Spell some words ending in: s, es, ing, ed, er, est.
Paragraph 1 - What is being discussed and why does it matter? Paragraph 2 - Reasons for Paragraph 3 - Reasons against Paragraph 4 - State what you think is right and give reasons	Spell some words starting with un.
	Write some upper-case and lower-case letters.
	Write numbers 1-9.
	Write in sentences.
	Join ideas using 'and'.
	Check my work.
	Leave finger spaces between words.
	Use capital letters, full stops, question marks and exclamation marks.
	Use a capital letter for names, places, days of the week and 'I'.

<u>Report Expectations Y1</u>	<u>National Curriculum Writing Expectations Y1</u>
Use generalisers such as 'everyone', 'all', 'most people'	Write words using letters I have already learned.
Use addition conjunctions	Write the days of the week.
Use subject specific and technical vocabulary	Say the alphabet in the right order.
Use present tense	Say some letters that sound the same but are different.
Use third person	Spell some words ending in: s, es, ing, ed, er, est.
Use detail and description with comparisons	Spell some words starting with un.
Vary sentence openers	Write some upper-case and lower-case letters.
Use formal language	Write numbers 1-9.
Paragraph 1 - Introduce the topic Paragraph 2 - Describe what it looks like Paragraph 3 - Describe where it is found Paragraph 4 - Describe what it is best known for Paragraph 5 - Final amazing fact	Write in sentences.
	Join ideas using 'and'.
	Check my work.
	Leave finger spaces between words.
	Use capital letters, full stops, question marks and exclamation marks.
	Use a capital letter for names, places, days of the week and 'I'.