

Year 1 Reading Overview	Narrative	Non-chronological reports	Persuasion texts	Instructional/procedural texts	Non-fiction - Recounts	Discussion Texts	Non-fiction - Explanatory texts
	<p>Use simple sentences to recount own experiences in writing.</p> <p>Innovate on patterns from a familiar story orally including some story language, and in writing.</p> <p>Write own version of a familiar story using a series of sentences to sequence events.</p> <p>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>.</p> <p>Recite stories, supported by story boxes, pictures, act out stories and portray characters and their motives.</p> <p>Use patterns and language from familiar stories in own writing;</p>	<p>Find out about a subject by listening and following text as information books are read, watching a video.</p> <p>Contribute to a discussion on the subject as information is assembled and the teacher writes the information.</p> <p>Assemble information on a subject in own experience, (e.g.) food, pets.</p> <p>Write a simple non-chronological report by writing sentences to describe aspects of the subject</p>	<p>Read captions, pictures, posters and adverts that are trying to persuade.</p> <p>Begin to recognise what they are trying to do and some of the ways they do it.</p> <p>Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.</p> <p>Begin to use words, pictures and other communication modes to persuade others when appropriate to particular writing purpose.</p> <p>Write simple examples of persuasion e.g. in the form a letter to a character in a book.</p>	<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. <p>Write two consecutive instructions independently</p>	<p>Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions to find out more about the event being recounted</p> <p>Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like <i>first, next, after, when</i>.</p> <p>Write simple first person recounts linked to topics of interest/study or to personal experience, incorporating at least three</p>	<p>Through talk and role play explore how others might think, feel and react differently from themselves and from each other</p> <p>In reading explore how different characters might think, feel and react differently from themselves and from each other</p> <p>Write a sentence (or more) to convey their opinion and a sentence (or more) to convey the contrasting opinion of another e.g.</p>	<ul style="list-style-type: none"> • Read captions, pictures and diagrams on wall displays and in simple books that explain a process • Draw pictures to illustrate a process and use the picture to explain the process orally • Asks questions to extend their understanding and knowledge • Write a series of sentences to explain a simple, process based on first-hand experience e.g. chicks hatching, life cycle of a frog

	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.				chronological "events" in order, maintaining past tense and consistent use of first person.	character from a book or peer in the class etc e.g. <i>I think that he should give the toy back. James thinks that he should keep the toy.</i>	
--	---	--	--	--	---	---	--