



Holly Park School Writing Learning Organiser

Year 1

Genre: Recount

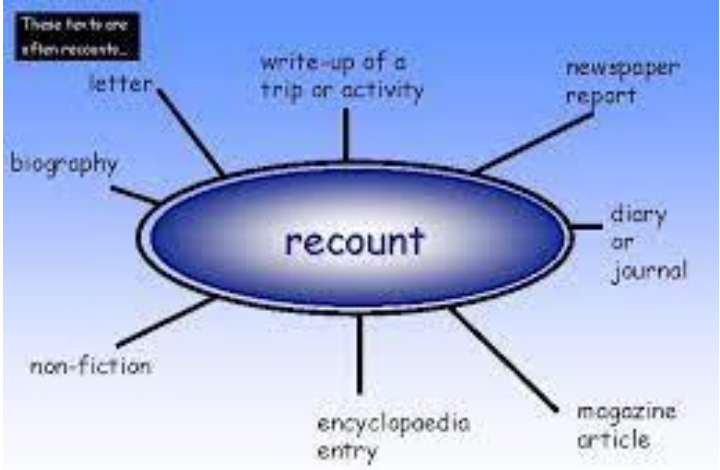
Phase: KSI
Experiences and diaries

Purpose: Inform

Learning Objectives:

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Prior Knowledge	Progression in Skills	Vocabulary
<p>Sentences start with a capital letter Sentences end with a full stop Can recall past events Can retell an event Informally recount incidents in own life to other children or adults and listen to others doing the same. Experiment with writing in a variety of play, and role-play situations. Write sentences to match pictures or sequences of pictures illustrating an event. Use experience of simple recounts as a basis for shared composition with an adult such as retelling, substituting or extending, leading to simple independent writing</p>	<p>Describe incidents from own experience in an audible voice using sequencing words and phrases such as <i>then, after that</i>; listen to others' recounts and ask relevant questions. 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>. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>	<p>Date - A specific day and month Diary - A record of events Chronological (time) order – following in the order they occur.</p>
<p>What will I know by the end of the unit?</p>		<p>Informal Language - Chatty language. Use of contractions First person - Using I, me, my Feelings - Emotions Pronouns - Replaces a noun e.g. Jack (he)</p> <p><u>Time connectives:</u></p> <ul style="list-style-type: none"> • first • next • when • then
<ul style="list-style-type: none"> • The purpose of diary writing • Can write the date/time of event • Diaries are written in first person • Write in chronological order • Diaries include thoughts and feelings • Use informal language • Use full stops and capital letters 		

<ul style="list-style-type: none"> • Use conjunctions like 'and' and 'because' to extend sentences. • can begin to use exclamation marks and question marks <p>Possible Curriculum Links Traditional tales</p>	<p>Purpose To retell events in time order. To give an account of an event or experience To write in chronological order</p> <p>Diary Writing Skills Retelling events in detail the date and/or time the diary was written I, my, we and our describe feelings time linking words where events happened past tense</p> <p>Possible text structure:</p> <p>Date</p> <p>Dear Diary,</p> <p>Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we</p> <p>Sign the diary off</p>	<ul style="list-style-type: none"> • after that • Finally <p><u>Other useful Vocabulary</u> The best part was The worst part was I liked I didn't like</p>	
PUNCTUATION		GRAMMAR	
<ul style="list-style-type: none"> • Use spaces to separate words. • Begin to use full stops. • Possibly use exclamation marks. • Capital letters for start of sentences. • Read words with contractions. 		<ul style="list-style-type: none"> • Noun What a noun is. • Regular plural nouns with 'er' Verbs • Third person, first person singular. • Ending added to verbs where there is change to root. • Simple past tense 'ed' • Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. • Connectives/conjunctions Join words and sentences using - and • Tense Simple past tense 'ed' 	
TEXT STRUCTURE		SENTENCE	
<ul style="list-style-type: none"> • Ideas grouped in sentences in time sequence. • Ideas grouped together in time sequence. 		<ul style="list-style-type: none"> • Sentences should include simple pronouns and connectives. 	

<ul style="list-style-type: none">• Written in first person.• Written in the past tense.• Focused on individual or group participants e.g. I, we	<ul style="list-style-type: none">• Simple connectives are used to construct simple sentences e.g. and, but, then, so.
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