



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Short transition unit The Smartest Giant in Town Writing focus: retelling a familiar story	Toys in Space Writing focus: Character description	Toys in Space Writing focus: Character description as a missing poster	Toys in Space Writing focus: Recount	Baboon on the Moon Writing focus: advertisement for a friend	Baboon on the Moon Writing focus: Instructions	Baboon on the Moon Writing focus: Letter
Handwriting (revision of correct letter formation) 'around' letters c a o d g q	Handwriting (revision of correct letter formation) 'around' letters c a o d g q	Handwriting (revision of correct letter formation) 'around' letters c a o d g q	Handwriting (revision of correct letter formation) 'down' letters l t b p k h i j m n r u y	Handwriting (revision of correct letter formation) 'down' letters l t b p k h i j m n r u y	Handwriting (revision of correct letter formation) 'down' letters l t b p k h i j m n r u y	Handwriting (revision of correct letter formation) 'down' letters l t b p k h i j m n r u y
Spelling	Assess reading and spelling of HF words	Spelling List 1 /j/ sound spelled –dge at the end of words. HF Words – the, that, not, look, put	Spelling List 2 /j/ sound spelt –ge at the end of words. HF Words – and, with, then, don't, could	Spelling List 3 /j/ sound spelled with a g HF Words – a, all, were, come, house	Spelling List 4 /s/ sound spelt c before e, i and y HF Words – to, we, go, will, old	Spelling List 5 /n/ sound spelt kn and gn at the beginning of words HF Words – said, can, little, into, too

Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Moonshot Writing focus: Writing questions	Moonshot Writing focus: Diary entry as NA	Moonshot Writing focus: Moon factfile	Space Poetry Writing focus: List poem	La Luna Writing focus: Explanation text as a letter	La Luna Writing focus: Narrative	Christmas theme Writing focus:
Handwriting (revision of correct letter formation) 'curly' letters e f s	Handwriting (revision of correct letter formation) 'zig zag' letters v w z x	Handwriting (revision of correct letter formation) 'zig zag' letters v w z x	Handwriting Joining handwriting linked to long vowel phonemes Long a	Handwriting Joining handwriting linked to long vowel phonemes Long a	Handwriting Joining handwriting linked to long vowel phonemes Long e	Handwriting Joining handwriting linked to long vowel phonemes Long e
Spelling List 6 Challenge words HF Words – in, are, as, back, by	Spelling List 7 /r/ sound spelled 'wr' at the beginning of words HF Words – he, up, no, from, day	Spelling List 8 /l/ or /ul/ sound spelled '-le' at the end of words HF Words – l, had, mum, children, made	Spelling List 9 /l/ or /ul/ sound spelt '-el' at the end of words HF Words – of, my, one, him, time	Spelling List 10 /l/ or /ul/ sound spelled '-al' at the end of words HF Words – it, her, them, Mr, I'm	Spelling List 11 Words ending in '-il' HF Words – was, what, do, get, if	Spelling List 12 Challenge words HF Words – you, there, me, just, help



Word	Sentence	Text	Punctuation	Spelling
<ul style="list-style-type: none"> • Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] • Formation of adjectives using suffixes such as <i>-ful, -less</i> • Use of suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs 	<ul style="list-style-type: none"> • Expanded noun phrases for description and specification (pre-modification only, e.g. the blue butterfly, some plain flour) • How grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Co-ordinating conjunctions (or, and, but) and subordinating conjunctions (when, if, that, because) 	<ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) 	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling And to mark singular possession in nouns (e.g. the girl's name)</p>	<p>See Spelling Appendix (Learning is cumulative and continues to be revisited and taught as required)</p> <p>All RWI sounds taught alongside the National Curriculum objectives and HFWs/ CEWs (see below) as by the end of Year One children should be secure in the spelling of all phase spelling choices.</p>