



Year 1 Writing Scope & Sequence

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Outcomes	Term	Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<p>AC9E1LA03 - explore how texts are organised according to their purpose, such as to recount, narrate, express opinion, inform, report and explain</p> <p>AC9E1LA07 - understand that words can represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs)</p> <p>AC9E1LA10 - understand that written language uses punctuation such as full stops, question marks and exclamation marks, and uses capital letters for familiar proper nouns</p> <p>AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words</p>	1	<p>In Term 1, students will develop understanding of sentence structures and explore various types of writing such as descriptions and recounts. Students will:</p> <ul style="list-style-type: none"> - describe, explain, give an opinion, recount an event, and tell a story through written texts. - sequence ideas and events logically in sentences across a text. - understand and independently construct simple sentences with correct sentence structure. - experiment with creative wordplay to captivate the reader. - develop punctuation, including question marks and exclamation marks. - show an awareness of criteria for successful task completion. 	Unit - Possum Goes to School	Unit - Possum Goes to School	Unit - All About You	Unit - Simple Sentences	Unit - Simple Sentences	Unit - Recount Writing	Unit - Recount Writing	Unit - Recount Writing	Unit - Recount Writing	Revision/ Assessment	
<p>AC9E1LA02 - explore language to provide reasons for likes, dislikes and preferences</p> <p>AC9E1LA06 - understand that a simple sentence consists of a single independent clause representing a single event or idea</p> <p>AC9E1LY03 - describe some similarities and differences between imaginative, informative and persuasive texts</p> <p>AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words</p>	2	<p>In Term 2, Students will develop their understanding of fact and opinion through a persuasive text focus which will include engaging with mentor texts to develop understanding of persuasive text structures. Students will:</p> <ul style="list-style-type: none"> - develop their understanding for persuasive texts - utilise effective strategies for planning writing ideas, such as making notes, drawing, using diagrams, or planning a sequence of events or information. - identify the context, audience, and purpose for their own texts. - craft a combination of simple and compound sentences adeptly to captivate the reader when shaping written texts. - demonstrate the ability to re-read and edit their own texts following feedback. 	Lesson - 2 Stars and a Wish	Unit - Spendid Sentences	Unit - Persuade Me	Unit - Persuade Me	Unit - Persuade Me	Unit - Persuasive Writing - Why I love Summer	Unit - Persuasive Writing - Why I love Summer	Unit - Persuasive Writing - The Very Sleepy Bear	Unit - Persuasive Writing - The Very Sleepy Bear	Revision/ Assessment	
<p>AC9E1LA09 - recognise the vocabulary of learning area topics</p> <p>AC9E1LY06 - create and re-read to edit short written and/or multimodal texts to report on a topic, express an opinion or recount a real or imagined event, using grammatically correct simple sentences, some topic-specific vocabulary, sentence boundary punctuation and correct spelling of some one- and two-syllable words</p>	3	<p>In Term 3 students will focus on informative writing structures including descriptions, cause & effect, and problem/solution. Students will:</p> <ul style="list-style-type: none"> - craft short, informative texts demonstrating a developing understanding of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation, and multimodal elements, including illustrations and diagrams. - sequence information and events in texts by employing time connectives. - create texts with contextually precise prepositional phrases for added detail and clarity. - enhance writing with vivid detail by incorporating action, saying, relating, and sensing verbs. - build descriptions of people and things by effectively utilising noun groups. - begin to explore and experiment with various sentence structures to convey information effectively. - develop basic editing skills, including self-revision and peer review with guidance. 	Coming soon	Unit - Informative Animal Texts	Unit - Informative Animal Texts	Unit - Informative Animal Texts	Unit - Life Cycles - Ants	Unit - Life Cycles - Ants	Unit - Procedures	Unit - Procedures	Unit - Procedures	Revision/ Assessment	
<p>AC9E1LA04 - explore how repetition, rhyme and rhythm create cohesion in simple poems, chants and songs</p> <p>AC9E1LE04 - listen to and discuss poems, chants, rhymes and songs, and imitate and invent sound patterns including alliteration and rhyme</p> <p>AC9E1LE05 - orally retell or adapt a familiar story using plot and characters, language features including vocabulary, and structure of a familiar text, through role-play, writing, drawing or digital tools</p>	4	<p>In Term 4, students will concentrate on creative writing, delving into imaginative texts and initiating the exploration of crafting their own stories and poetic devices. Students will:</p> <ul style="list-style-type: none"> - develop engaging and well-crafted stories, displaying an evolving proficiency in constructing narratives, incorporating elements such as plot development, character dynamics, descriptive language, and a sense of sequence. - develop understanding of quotation marks for simple dialogue. - create expressive and imaginative poetry, demonstrating an evolving mastery of poetic devices, figurative language, rhythm, and sound patterns 	Coming soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Coming Soon	Revision/ Assessment