

Year 1 Writing Long Term Plan

Term	Length	Stimulus	Genre	Skills	GD
Autumn 1 8 Weeks	3 weeks	Text: Three Billy Goats Gruff	Narrative <ul style="list-style-type: none"> Retell a simple story with predictable phrases eg. repetition of key phrases – “huff and puff and blow your house down”, “We’re going on a bear hunt...”. Focus on creation of sentence. Add additional detail joining sentences using ‘and’. 	Use predictable and repeated phrases in own writing drawn from reading and role-play <ul style="list-style-type: none"> Describe a character using simple adjectives Write sentences sometimes demarcated accurately with full stops Begin to separate words with spaces Begin to use capital letters for the beginning of sentences and for names Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible Makes phonetically plausible attempts to spell words that have not been learnt Form many lower case letters in the correct direction, starting and finishing in the right place. 	<ul style="list-style-type: none"> Independently structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction ‘and’. Make careful choices of adjectives.
	2 weeks	The Tiger Who Came To Tea	Recount <ul style="list-style-type: none"> Write sentences to match pictures, or sequences of pictures, illustrating an event Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction ‘and’. 	<ul style="list-style-type: none"> Write sentences sometimes demarcated accurately with full stops Begin to separate words with spaces Begin to use capital letters for the beginning of sentences and for names Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible Makes phonetically plausible attempts to spell words that have not been learnt Form many lower case letters in the correct direction, starting and finishing in the right place. 	<ul style="list-style-type: none"> Independently structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction ‘and’. Make careful choices of adjectives.
	1 week	Ning Nang Nong	Poetry	<ul style="list-style-type: none"> Transform the poem using silly words following the same pattern. 	



Year 1 Writing Long Term Plan

	1 week	Literacy Shed – Adventures are the Pits	<p>Diary Entry</p> <ul style="list-style-type: none"> • Write sentences to match pictures, or sequences of pictures, illustrating an event • Structure writing by ordering sequence of events with use of words like first, next, after, when. • Join clauses by using the conjunction 'and'. 	<ul style="list-style-type: none"> • Write sentences sometimes demarcated accurately with full stops • Begin to separate words with spaces • Begin to use capital letters for the beginning of sentences and for names • Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible • Makes phonetically plausible attempts to spell words that have not been learnt • Form many lower case letters in the correct direction, starting and finishing in the right place. 	<ul style="list-style-type: none"> • Independently structure writing by ordering sequence of events with use of words like first, next, after, when. • Join clauses by using the conjunction 'and'. • Make careful choices of adjectives.
Autumn 2 7 Weeks	3 weeks	The Gruffalo	<p>Narrative</p> <ul style="list-style-type: none"> • Tell a basic 3 part story about a central character eg The Gruffalo. • Add additional character description. 	<ul style="list-style-type: none"> • Write sentences sometimes demarcated accurately with full stops • Begin to separate words with spaces • Begin to use capital letters for the beginning of sentences and for names • Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible • Makes phonetically plausible attempts to spell words that have not been learnt • Form many lower case letters in the correct direction, starting and finishing in the right place. 	<ul style="list-style-type: none"> • Independently structure writing by ordering sequence of events with use of words like first, next, after, when. • Join clauses by using the conjunction 'and'. • Make careful choices of adjectives.



Year 1 Writing Long Term Plan

Spring 16 weeks	2 weeks	How To Wash A Woolly Mammoth	<p>Instructions</p> <ul style="list-style-type: none"> • Write simple instructions about something they know well including imperative verbs, precise language and commands. • Expand by including more instructional features eg. a list of equipment, numbered lists, bullet points. 	<ul style="list-style-type: none"> • Write simple instructions in order with some imperative verbs • Write sentences sometimes demarcated accurately with full stops • Begin to separate words with spaces • Begin to use capital letters for the beginning of sentences and for names • Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible • Makes phonetically plausible attempts to spell words that have not been learnt • Form many lower case letters in the correct direction, starting and finishing in the right place. 	<ul style="list-style-type: none"> • Independently structure writing by ordering sequence of events with use of words like first, next, after, when. • Join clauses by using the conjunction 'and'. • Make careful choices of adjectives. • Distinguish between a statement and a command • Expand by including more instructional features e.g. numbered points
	1 week		Assessment Week		
	1 week	The Night Before Christmas	Poetry Week	<ul style="list-style-type: none"> • Create a verse for the poem. 	
1 week Culture Week	Tales of the Billabong - How the Kangaroo Got Its Pouch / Diary of a Wombat	Culture Week	<ul style="list-style-type: none"> • Write an alternative "how the X got its Y". 		



Year 1 Writing Long Term Plan

	2 weeks	The Gingerbread Man	<p>Narrative</p> <ul style="list-style-type: none"> Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted. Focus on a descriptive setting. 	<ul style="list-style-type: none"> Use traditional story language Describe a setting with some appropriate adjectives Write sentences mostly demarcated by full stops and capital letters Experiment with exclamation marks Write in sequence using words to signal time e.g. first, next, then, after Maintain past tense Spell most common exception words taught so far Form most lower case letters in the correct direction, starting and finishing in the right place. Form lower-case letters of the correct size relative to one another in some of their writing 	<ul style="list-style-type: none"> Independently choose to expand ideas and sentences using “and” Independently choose to add detail using a variety of adjectives Independently choose to use and apply vocabulary gathered from reading. Consider the reader when making vocabulary choices Read own writing to check it makes sense Make simple edits and corrections to own writing after discussion with the teacher
	1 week	Literacy Shed - Bubbles	<p>Narrative</p> <ul style="list-style-type: none"> Tell a basic 3 part story about a central character eg Themselves going to a new location Add additional setting description 	<ul style="list-style-type: none"> Write sentences sometimes demarcated accurately with full stops Begin to separate words with spaces Begin to use capital letters for the beginning of sentences and for names Use their phase 2, phase 3 and phase 4 phonic knowledge to write words in ways which match their spoken sounds, some being spelt correctly and others being phonetically plausible Makes phonetically plausible attempts to spell words that have not been learnt Form many lower case letters in the correct direction, starting and finishing in the right place. 	<ul style="list-style-type: none"> Independently structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction ‘and’. Make careful choices of adjectives.



Year 1 Writing Long Term Plan

	2 weeks	Beamish Visit	<p>Recount</p> <ul style="list-style-type: none"> • Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense. • Expand by using simple descriptive language to add detail. 	<ul style="list-style-type: none"> • Write in first person using capital letter for “I” • Write sentences mostly demarcated by full stops and capital letters • Experiment with exclamation marks • Write in sequence using words to signal time e.g. first, next, then, after • Maintain past tense • Spell most common exception words taught so far • Form most lower case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing 	<ul style="list-style-type: none"> • Independently choose to expand ideas and sentences using “and” • Independently choose to add detail using a variety of adjectives • Independently choose to use and apply vocabulary gathered from reading. • Consider the reader when making vocabulary choices • Read own writing to check it makes sense • Make simple edits and corrections to own writing after discussion with the teacher
Spring 2 6 weeks	2 weeks	The True Story of the Three Little Pigs	<p>Narrative</p> <ul style="list-style-type: none"> • Retell a familiar story in 3 parts. Include accurate sentence punctuation. • Write own version of the story recounting the information in sequence – then, next, after etc. 	<ul style="list-style-type: none"> • Structure story into three parts • Describe a setting, something or someone with some appropriate adjectives • Write sentences mostly demarcated by full stops and capital letters • Experiment with exclamation marks • Write in sequence using words to signal time e.g. first, next, then, after • Maintain past tense • Spell most common exception words taught so far • Form most lower case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing 	<ul style="list-style-type: none"> • Independently choose to expand ideas and sentences using “and” • Independently choose to add detail using a variety of adjectives • Independently choose to use and apply vocabulary gathered from reading. • Consider the reader when making vocabulary choices • Read own writing to check it makes sense • Make simple edits and corrections to own writing after discussion with the teacher

Year 1 Writing Long Term Plan

2 weeks	Animals	<p>Report</p> <ul style="list-style-type: none"> • Describe something or someone with consistent use of tense (past or present depending on the report). • Expand sentences with conjunction 'and' use capital letters for proper nouns. • Include new vocabulary from reading and research. • Include an opening statement. 	<ul style="list-style-type: none"> • Describe something or someone with some appropriate adjectives • Write sentences mostly demarcated by full stops and capital letters • Experiment with exclamation marks • Write in sequence using words to signal time e.g. first, next, then, after • Maintain past tense • Spell most common exception words taught so far • Form most lower case letters in the correct direction, starting and finishing in the right place. • Form lower-case letters of the correct size relative to one another in some of their writing 	<ul style="list-style-type: none"> • Independently choose to expand ideas and sentences using "and" • Independently choose to add detail using a variety of adjectives • Independently choose to use and apply vocabulary gathered from reading. • Consider the reader when making vocabulary choices • Read own writing to check it makes sense • Make simple edits and corrections to own writing after discussion with the teacher
1 week		Assessment Week	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
1 week	Brown Bear, Brown Bear	Poetry	<ul style="list-style-type: none"> • Write a poem in verse using rhyming couplets. 	



Year 1 Writing Long Term Plan

Summer 1 5 weeks	3 weeks	Lost and Found	<p>Narrative</p> <ul style="list-style-type: none"> • Write a complete simple story in three parts based on their own experiences or linked to a topic. • Include accurate sentence punctuation. • Include some of the patterns and language of familiar stories eg. repeating same words and phrases three times – “run, run as fast as you can”. 	<ul style="list-style-type: none"> • Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense. • Structure writing using some features of the given form • Use the conjunction “and” • Use descriptive language with some use of comparative and superlative adjectives • Spell words containing each of the 40+ phonemes taught • Use simple past and present verbs mostly accurately • Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences • Use spaces between words • Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits • Use features of standard English 	<ul style="list-style-type: none"> • Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories • Always think about reader as they write, making precise choices • Choose to expand ideas with simple conjunctions and descriptive language • Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately • Add the suffixes –ing, -ed, -er to spell many words correctly • Evaluate the impact of writing on the reader • Articulate own success criteria
	1 week	Literacy Shed – Taking Flight	<p>Narrative</p> <ul style="list-style-type: none"> • Write a complete simple story in three parts based on their own experiences or linked to a topic. • Include accurate sentence punctuation. • Include some of the patterns and language of familiar stories eg. repeating same words and phrases three times – “run, run as fast as you can”. 	<ul style="list-style-type: none"> • Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense. • Structure writing using some features of the given form • Use the conjunction “and” • Use descriptive language with some use of comparative and superlative adjectives • Spell words containing each of the 40+ phonemes taught • Use simple past and present verbs mostly accurately • Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences • Use spaces between words • Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits • Use features of standard English 	<ul style="list-style-type: none"> • Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories • Always think about reader as they write, making precise choices • Choose to expand ideas with simple conjunctions and descriptive language • Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately • Add the suffixes –ing, -ed, -er to spell many words correctly • Evaluate the impact of writing on the reader • Articulate own success criteria



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	1 week	How to Catch a Star	<p>Instructions</p> <ul style="list-style-type: none"> • Write instructions with some expansion about something they know well including imperative verbs. • Include accurate sentence punctuation. • Expand by including more instructional features eg. a list of equipment, numbered lists • Sentence structure to include commas in a list 	<ul style="list-style-type: none"> • Structure writing using some features of the given form • Write instructions with some expansion about something they know well including imperative verbs. • Use the conjunction “and” • Use descriptive language with some use of comparative and superlative adjectives • Spell words containing each of the 40+ phonemes taught • Use simple past and present verbs mostly accurately • Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences • Use spaces between words • Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits • Use features of standard English 	<ul style="list-style-type: none"> • Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories • Always think about reader as they write, making precise choices • Choose to expand ideas with simple conjunctions and descriptive language • Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately • Add the suffixes –ing, -ed, -er to spell many words correctly • Evaluate the impact of writing on the reader • Articulate own success criteria
Summer 2 7 weeks	3 weeks	Tiddler	<p>Narrative</p> <ul style="list-style-type: none"> • Write a story which includes strong characterisation eg. Good or bad character. • Include accurate sentence punctuation. • Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives 	<ul style="list-style-type: none"> • Write sentences by: sequencing sentences to form short narratives; and re-reading what has been written to check it makes sense. • Structure writing using some features of the given form • Use the conjunction “and” • Use descriptive language with some use of comparative and superlative adjectives • Spell words containing each of the 40+ phonemes taught • Use simple past and present verbs mostly accurately • Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences • Use spaces between words • Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits • Use features of standard English 	<ul style="list-style-type: none"> • Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories • Always think about reader as they write, making precise choices • Choose to expand ideas with simple conjunctions and descriptive language • Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately • Add the suffixes –ing, -ed, -er to spell many words correctly • Evaluate the impact of writing on the reader • Articulate own success criteria



Year 1 Writing Long Term Plan

2 weeks	The Great Fire Of London	Report <ul style="list-style-type: none"> • Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject. • Basic sequencing of ideas under simple subheadings to form a report. • Use vocabulary collected from research, reading and cross-curricular learning. 	<ul style="list-style-type: none"> • Structure writing using some features of the given form • Assemble information about a topic, describing different aspects of the subject. • Use the conjunction “and” • Use descriptive language with some use of comparative and superlative adjectives • Spell words containing each of the 40+ phonemes taught • Use simple past and present verbs mostly accurately • Use capital letters, full stops and some exclamation marks and question marks to demarcate sentences • Use spaces between words • Form letters correctly and confidently with most letters accurate in shape and size including capital letters and digits • Use features of standard English 	<ul style="list-style-type: none"> • Independently simply structure own writing based on the given form and choose to use some patterns and language of familiar stories • Always think about reader as they write, making precise choices • Choose to expand ideas with simple conjunctions and descriptive language • Consistently use the full range of punctuation taught by the end of Year 1 mostly accurately • Add the suffixes –ing, -ed, -er to spell many words correctly • Evaluate the impact of writing on the reader • Articulate own success criteria
1 week	SEAL Moving on – Transition	Assessment Week		
1 week	Aspirations linked to career benchmark		<ul style="list-style-type: none"> • Create a “future me” profile. 	