



Writing Long Term Plan

Year 1 Overview

2023-24

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|---|---|
| <p><u>Writing to Entertain</u> EYFS to Year 1 Transition – Drawing Club.</p> <p><u>Writing to Entertain</u> Nonsense Poetry – On the Ning Nang Nong (Spike Milligan)</p> | <p><u>Writing to Entertain</u> Narrative (Warning Story) – Little Red Riding Hood</p> <p>Narrative – The Clock Tower</p> <p><u>Writing to Inform</u> Instructions – How to Make a Jam Sandwich.</p> | <p><u>Writing to Inform</u> Diary entry – Beegu (Alexis Deacon)</p> <p><u>Writing to Entertain</u> Poetry – Julian is a Mermaid (Jessica Love)</p> | <p><u>Writing to Entertain</u> Narrative – The Sea Saw (Tom Percival)</p> | <p><u>Writing to Entertain</u> Narrative (Journey Story) – The Snail & The Whale (Julia Donal)</p> <p><u>Writing to Entertain</u> Narrative – Ivy & The Lonely Rain Cloud</p> | <p><u>Writing to Inform</u> Information Text – Ivy & The Lonely Rain Cloud</p> <p><u>Writing to Entertain</u> Poetry – class poem/ performance poetry</p> <p><u>Writing to Inform</u> Letter to New Teacher</p> |

Writing to entertain (KS1)

Text Types

- Stories (including re-tellings)
- Descriptions
- Poetry
- In-character/role

Text Features

- Time sequenced
- Begin to differentiate between past and present tense to suit purpose

Other Style Ideas

- Focus on oral work first
- Use opportunities to reading own work aloud

Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas,
They pulled and pulled at the turnip to get it out.
- Use **noun phrases** which add detail to description,
very old grandma, brave woodchopper
- Use the **progressive form** for verbs,
Goldilocks was walking through the woods.
- Use **exclamation sentences** where appropriate,
What big eyes you have, Grandma!

Adverbials

First Then Next After Later
The next day...

Conjunctions

and but so or when

Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **capital letter** for first person 'I'
- Use **apostrophes** to mark contractions, e.g. *didn't*
- Use **exclamation marks**, particularly in relation to speech
- Begin to use **inverted commas** to mark direct speech where appropriate.



Writing to inform (KS1)

Text Types

- Recount
- Letter
- Instructions

Text Features

- Appropriate use of past and present tense

Other Style Ideas

- Could use a writing frame to structure sections
- May include images

Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas,
Badgers sleep in the day and look for food at night.
- Use **subordinating conjunctions** in the middle of sentences,
Badgers can dig well because they have sharp claws
- Use **noun phrases** which inform,
sharp claws, black fur
- Use **commas** to separate items in a list,
You will need flour, eggs, sugar and water.
- Use **exclamation sentences** where appropriate,
What a fantastic time we all had!

Adverbials

First Firstly Next After Later

Conjunctions

and but so or when
if because

Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **question mark**,
Did you know...?
- Use **apostrophes** to mark possession,
A badger's home is underground





Year 1 Writing Long Term Plan 2023-24

| | Autumn Term 1 | Spring Term 1 | Summer Term 1 |
|---------------|---|--|--|
| Week 1 | Whole School Poetry Unit (Focus Text: The Lost Words by Robert Macfarlane & Jackie Morris) <ul style="list-style-type: none">Focus on the poem 'Fern'Explore what an acrostic poem isWrite acrostic poem based on something within natureAlliteration | Diary Entry (Focus Text: Beegu by Alexis Deecan) <ul style="list-style-type: none">Read text – BeeguDrama - act out scenes from BeeguSequence the story of Beegu with time conjunctions. | Narrative – Journey Story (Focus Text: The Snail and the Whale by Julia Donaldson) <ul style="list-style-type: none">Share book and dramaText map as a classGroup/individual text mapping |
| Week 2 | Poetry Unit (Focus Text: The Lost Words by Robert Macfarlane & Jackie Morris) <ul style="list-style-type: none">Write acrostic poem based on something within natureAlliteration | Diary Entry (Focus Text: Beegu by Alexis Deecan) <ul style="list-style-type: none">Grammar- First personIntroduce diaries- Features of Diary - Highlight features on sample diaryMake a toolkit for features of a diaryOrder a cut up a Beegu diary entryNo More Marking | Narrative – Journey Story (Focus Text: The Snail and the Whale by Julia Donaldson) <ul style="list-style-type: none">Revisit story map and model textAdjectives: senses using natural resourcesWhat is a setting? Carousel of different settings |
| Week 3 | Transition – Drawing Club (Story Focus: The Little Red Hen) <ul style="list-style-type: none">Key vocabulary: baking, ingredients, concocting, rising, unhelpful, just desserts, stuffing, collaborating.Character – Little Red Hen. Sentences to describe.Setting – farm. | Diary Entry (Focus Text: Beegu by Alexis Deecan) <ul style="list-style-type: none">Explore Beegu's feelings - adjectives to describeWriting full, first-person sentencesSpeech bubbles & speech marksPictures of a variety of activities-children choose time conjunctions, 1st person, feeling. | Narrative – Journey Story (Focus Text: The Snail and the Whale by Julia Donaldson) <ul style="list-style-type: none">Review adjectives and sentence structure to support key words.Drama for writing.Tool kit- sentence structure supportDrama for writing - positional languageWriting story |
| Week 4 | Transition – Drawing Club (Story Focus: The Little Red Hen) <ul style="list-style-type: none">Adventure Time – I wonder: What disgusting thing might the little red hen put on her bread? The smell of the disgusting sandwich has attracted a bad character- who is coming? | Diary Entry (Focus Text: Beegu by Alexis Deecan) <ul style="list-style-type: none">Oracy/ Drama: Hot seatGrammar: past tenseDiary Planning. Include parts of story Write a diary entry as Beegu, choosing events of the day, usings features and paragraphs to separate events. | Narrative – Journey Story (Focus Text: The Snail and the Whale by Julia Donaldson) <ul style="list-style-type: none">Continuing to write using the tool kit.EditingimprovementSharing stories |



Year 1 Writing Long Term Plan 2023-24

| | Autumn Term 1 | Spring Term 1 | Summer Term 1 |
|---------------|--|--|---|
| Week 5 | <p style="text-align: center;">Transition – Drawing Club (Story Focus: Chicken Licken)</p> <ul style="list-style-type: none"> • Key Vocabulary: devoured, crafty, royal, parading, smirking, gullible, hysterical, trickery. • Character – the fox. Draw & describe. • Setting – The sky. Describe something that shouldn't be in the sky. • Adventure Time – I wonder: The fox is coming to school! How can we stop him? | <p style="text-align: center;">Diary Entry (Focus Text: Beegu by Alexis Deecan)</p> <ul style="list-style-type: none"> • Finish diary writing • Editing and improve • Performance poetry • Oracy- how to perform-record in class scrapbooks | <p style="text-align: center;">Narrative – Short Story (Focus Text: Ivy & The Lonely Rain Cloud by Katie Harnett)</p> <ul style="list-style-type: none"> • Explore front cover, blurb & beginning of story • Recall main events • Using inference skills -feelings • Adjectives/ Write in role |
| Week 6 | <p style="text-align: center;">Transition – Drawing Club (Story Focus:)</p> <ul style="list-style-type: none"> • Key Vocabulary: • Character • Setting – • Adventure Time – | <p style="text-align: center;">Poetry (Focus Text: Julian is a Mermaid by Jessica Love)</p> <ul style="list-style-type: none"> • Letter discovery - statements about dreams and wishes. • Sharing the text. • Exploring verbs to write commands that form instructions for being a mermaid. • Making predictions, writing in role and sorting inferential statements. | <p style="text-align: center;">Narrative – Short Story (Focus Text: Ivy & The Lonely Rain Cloud by Katie Harnett)</p> <ul style="list-style-type: none"> • Expanded noun phrases • Plan own fictional story • Write story • Edit & improve |
| Week 7 | <p style="text-align: center;">Poetry (Focus Text: Ning Nang Nong by Spike Milligan)</p> <p>Introduce to nonsense poetry Practice Ning Nang Nong Record and review performance Writing focus: adapting poem with own ideas/ word choices</p> | <p style="text-align: center;">Poetry (Focus Text: Julian is a Mermaid by Jessica Love)</p> <ul style="list-style-type: none"> • Creating and advertising carnival costumes. • Identifying the features of a poem. • Writing poem based on the idea of movement | |
| Week 8 | | | |



Year 1 Writing Long Term Plan 2023-24

| | Autumn Term 2 | Spring Term 2 | Summer Term 2 |
|---------------|---|---|--|
| Week 1 | Narrative - Warning story (Focus Text: Little Red Riding Hood) <ul style="list-style-type: none">Book Talk- Read Little Red Riding HoodIntroduce model text- Practise telling story with actions- draw story map | Narrative (Focus Text: The Sea Saw by Tom Percival) <ul style="list-style-type: none">Accurate punctuationVerbs –ingCommandsQuestion mark | Information Text (Focus Text: Ivy & The Lonely Rain Cloud by Katie Harnett) <ul style="list-style-type: none">Compare fiction and non-fictionFeatures of information textsLayout & presentational featuresPunctuation for questionsWeather research |
| Week 2 | Narrative - Warning story (Focus Text: Little Red Riding Hood) <ul style="list-style-type: none">Write adjectives to describe charactersBox up LRRH- identify title, opening, build up, problem, solutionCT to model Innovating characterClass retell the story with innovations.Opening- CT model chn write up. | Narrative (Focus Text: The Sea Saw by Tom Percival) <ul style="list-style-type: none">Joining words and phrasesPrefix –unRetelling storyMeanings of new words | Information Text (Focus Text: Ivy & The Lonely Rain Cloud by Katie Harnett) <ul style="list-style-type: none">Turning notes into full sentencesWrite information textEdit & improveShare & peer assess |
| Week 3 | Narrative - Warning story (Focus Text: Little Red Riding Hood) <ul style="list-style-type: none">Identify build up- CT modelIdentify problem- CT modelIdentify resolution- CT modelTime to edit work- Chn to practise sharing their story with the class. | Narrative (Focus Text: The Sea Saw by Tom Percival) <ul style="list-style-type: none">Letters of the alphabet in orderInference – how a character might feelThought-tappingTalk about what to write | Poetry (Class poem/ performance poetry) |
| Week 4 | Narrative - Warning story (Focus Text: Little Red Riding Hood) <ul style="list-style-type: none">Innovate contents of the basket on their BU grid- Write title and openingUse STEM sentences and rules for discussion to debate 'Is it right for the wolf to want to eat LRRH?Read 'Little Red' -Is LRRH right to trick the wolf? | Assessment Week NFER Reading Assessments | Poetry (Class poem/ performance poetry) |



Year 1 Writing Long Term Plan 2023-24

| | Autumn Term 2 | Spring Term 2 | Summer Term 2 |
|---------------|--|--|--|
| Week 5 | <p style="text-align: center;">Simple Narrative (Focus: The Clock Tower)</p> <ul style="list-style-type: none"> • Timeline of events • Setting description • Comparing settings • Character description • Conjunction - but | <p style="text-align: center;">Narrative (Focus Text: The Sea Saw by Tom Percival)</p> <ul style="list-style-type: none"> • Sequencing sentences to create a short narrative • Writing beginning, middle and end • Editing & improving | <p style="text-align: center;">Assessment Week</p> <p style="text-align: center;">NFER Reading Assessments</p> |
| Week 6 | <p style="text-align: center;">Simple Narrative (Focus: The Clock Tower)</p> <ul style="list-style-type: none"> • Emotive language – character’s feelings • Write beginning of story • Write middle of story • Write ending of story • Alternative ending | | <p style="text-align: center;">Letter Writing</p> <ul style="list-style-type: none"> • Share examples of letter writing- guess the writer (comprehension) • Scaffold learning- how to write a good letter (PPT on GD) • Identify letter features on a new letter (Tooth fairy) |
| Week 7 | <p style="text-align: center;">Instructions (Focus: How to make a Jam sandwich)</p> <ul style="list-style-type: none"> • Time conjunctions - First, then, next, after • Imperative verbs • Key features of instructions/ model text • Oral instructions • Develop a toolkit as a class for writing instructions. | | <p style="text-align: center;">Letter Writing</p> <ul style="list-style-type: none"> • CT model under visualizer letter features step by step.(Date, address, miss a line, addressee, opening, main body, signing off politely.) • How to address an envelope, fold the letter, place the stamp |
| Week 8 | <p style="text-align: center;">Instructions (Focus: How to make a Jam sandwich)</p> <ul style="list-style-type: none"> • Box up. • Innovate Boxing up grid- change filling/ title/ hook. | | <p style="text-align: center;">Letter Writing</p> <ul style="list-style-type: none"> • Plan letter to teacher- as a class make a bank of ideas with examples of openers, topics, hobbies, two questions. • Boxing up. • Write up and edit. • Copy onto special paper- put in an envelope- stamp, post into teacher’s pigeonhole |