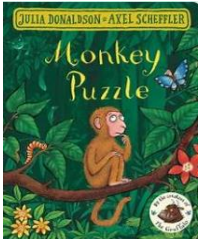
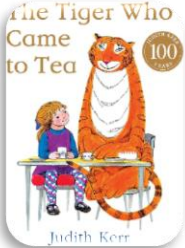
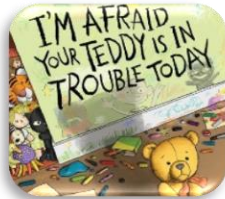
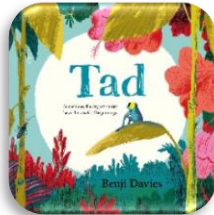


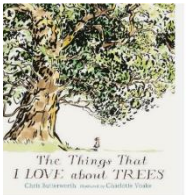
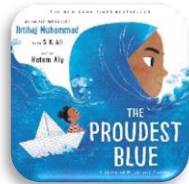
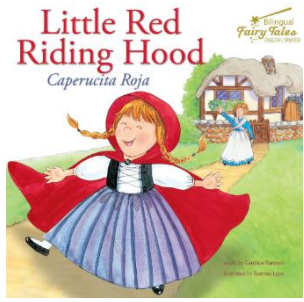


Year 1 Writing Long-Term Planning

Autumn 1 (7weeks)	Autumn 2 (7 weeks)	Spring 1 (5.5 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (6.5 weeks)
Writing opportunities: (2 weeks) Baseline Outcomes: Labelling, captioning, lists, signs etc Text:  Stimuli: Seasonal weather display in room. Non-fiction books around weather. Subject links: Geography: Our wonderful weather Science: Seasonal changes Experiences/visit/trip: Noun/verb hunts in school outdoors. Weather recording within CP: Weather socks, rain gauge, thermometers, shadow measurement.	Writing outcome 1: (2 weeks) Outcome: Poster (Missing mum) LA: List of what she looks like Text:  Subject link: Experience/visit/trip:	Writing outcome 1: (2 weeks) Outcome: Letter Text:  Subject link: Literacy Experience/visit/trip: Tiger coming to school/ AI video	Writing outcome 1: Outcome: Wanted Poster Text:  Stimuli: Crime scene in classroom Subject link: History: Robert Peel and the police Experience/visit/trip: Trip to a police station/visit from a local policeman. Role play/hot seating/drama	Writing outcome 1: Outcome: Story retell/innovation Text:  Stimuli: Films such as Finding Nemo, Pets Subject link: Science: Animals including humans: common animals Experience/visit/trip: Tad poles	Writing outcomes 1: Outcome: Recount of fruit kebab Text: Making slime first then creating our fruit kebabs! Stimuli: Fruit kebab DT Subject link: DT: Make a healthy fruit kebab. Experience/visit/trip: Fruit kebab DT
Teaching focus: End goals from EYFS curriculum: - Using phonic knowledge to write words in ways which match their spoken words - Writing captions and labels next to real	Teaching focus: Oracy: Rehearsal of poster contents and talk partners to collect adjective to describe mum. Pupils to practise speaking in full sentences.. R: to write a poster of the lost animal which uses	Teaching focus: Oracy: In pairs, rehearse the impact of the tiger. Pupils to practise speaking in full sentences. Whole class discussion and Q and A of the tiger after the event.	Teaching focus: Oracy: Pair or group work to collect adjectives for the teddy. Sentence sharing about the teddy, pupils to practise speaking in full sentences.	Teaching focus: Oracy: Rehearsal of story with pupils describing new characters orally and sharing with the whole class R: to retell a part of Tad which includes a new bad character.	Teaching focus: Oracy: Pupils to work in pairs to work out the steps. Whole class feedback to model steps orally then in sentences which the teacher writes with some or all pupils.



Year 1 Writing Long-Term Planning

objects, pictures from books, labels for display etc. - Letter formation. - Introduction of demarcation (full stop). - Oral rehearsal / sentence build (LA)	capital letters and full stops. A: other children F: sentence structure – noun/verb placement. Capital letters/capital letters for names, spacing, letter formation, oral sentences T: Informative, clear, and factual. GDS – confident sentence construction, able to use and, but. Write 4 sentences for their poster describing mum and a question.	R: to write a letter to head teacher which explains what has happened in the school. A: Head teacher F: sentence structure, sequencing. Capital letters/capital letters for names and demarcation, spacing, letter formation, oral sentences T: Formal GDS: accurate use of and, exclamation marks. Sentences build up and link together coherently.	R: to create a wanted poster which uses descriptive writing. A: The public F: sentence structure, sequencing. Capital letters/capital letters for names and demarcation, spacing, letter formation, oral sentences. T: informal GDS: accurate use of question marks, good use of adjectives.	A: other children and adults F: sentence structure, sequencing. Capital letters/capital letters for names and demarcation, spacing, letter formation, oral sentences. T: informal GDS: accurate use of coordination and, but, so. Structure of the original story.	R: to write a recount of a fruit kebab using time adverbials. A: other children and adults F: informative. Using commands, present tense. Sequencing. Coordination 'and'. : Sentence structure, Capital letters. T: Formal GDS: using coordination and, but, so. Time adverbials used correctly. 'because' used accurately and past tense sustained.
Writing opportunities: (2 weeks) Outcome: Sentences about trees to create a whole class book. . Text:  Stimuli: Environment Subject link: Geography: Our wonderful weather Science: Seasonal changes Experiences/visit/trip: Local walk to observe trees https://www.stem.org.uk/resources/community/collection/1	Writing outcome 1: (2 weeks) Outcome: Poetry – to create a class poem about animal sounds Subject link: Science: History: Experience/visit/trip:	Writing outcome 2: (2 weeks) Outcome: Story retell Text:  Subject link: PSHE: Diversity Geography: Links to local study (as character walks around neighbourhood). Experience/visit/trip: Drama/role play Oral rehearsal	Writing outcome 2: Outcome: Recount  Stimuli: Subject link: DT RE: Easter DT: Making egg box chicks	Writing outcome 2: Outcome: Recount of morning routine before school.  MY MORNING ROUTINE Subject link: PSHE	Writing outcomes 2: Outcome: Story retell/innovation. Text:  Stimuli: Subject link:

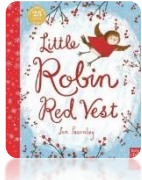


Year 1 Writing Long-Term Planning

3195/year-1-seasonal-changes					
Focus teaching: End goals from EYFS curriculum: Oracy. Pair work focussing on rehearse 2 sentences. Teachers to model writing 2 sentences about trees. R: To create a class book which informs of the changes in trees. A: Children in KS1 F: Using phonic knowledge to write words in ways which match their spoken words - Continuing understanding of demarcation. - Letter formation. - Oral rehearsal / sentence build. - Introducing capital letters for start of sentences and capital I. T: Informal GDS: Chn to be able to read their own sentences and others in the book. Pupils applying their phonics knowledge and spelling attempts are plausible and in many cases accurate, letter formation good, sentences make sense.	Focus teaching: Oracy: in pairs pupils discuss and try out different sounds and rhyming words. Teacher models using pupils' suggestions. R: to write a simple animal poems using noises of animal's children know. A: parents F: sentence structure – noun/verb placement. Capital letters/capital letters for names, spacing, letter formation, oral sentences T: informal GDS: use of some rhyming words. To write their own poem – farm / jungle / pets <i>EXPECTED:</i> Meow, meow went the cat Woof Woof went the dog Chirp Chirp went the bird	Focus teaching: Oracy: Rehearsal of story with pupils describing events orally and sharing with the whole class R: To retell the story which is in their own words. A: Children F: spelling/phonics, sentence structure. Capital letters/capital letters for names, spacing, letter formation, oral sentences. T: informal GDS: connected sentences to retell the story. Accurate use of 'and'. Use of an exclamation mark.	Focus teaching: Oracy: Pupils to work in pairs to work out the steps. Whole class feedback to model steps orally then in sentences which the teacher writes with some or all pupils. R: to write a recount of how they created their Easter chick. A: other children in school F: Sequenced sentences, coordination, commands, present tense, pro noun I. T: clear, precise, sequenced, formal GDS: use of time adverbials accurately, past tense is used correctly.	Focus teaching: Oracy: in pairs pupils explain their morning routines. Consider role playing conversations with parent about mornings. Orally rehearse some opening sentences and the use of time adverbials. R: to write a recount which explains a morning routine. A: parents F: sentence structure – noun/verb placement. Capital letters/capital letters for names, spacing, letter formation, oral sentences T: informal GDS: accurate use of the Y1 punctuation . , ! Range of conjunctions demonstrated Demonstrate consistent control over letter formation Time adverbials used effectively with past tense used correctly. E.g. woke, ate, put.	Focus teaching: Oracy: Drama work on the story in pairs or trios. Pupils to try out voices and use key phrases from the original text. R: to retell the story in their own words which also changes a character GDS – keep character for LA. A: parents F: cohesive devices, chronological, sequenced sentences, subordination, coordination T: Formal GDS: punctuate accurately, story-telling language used, good descriptive sentences and noun phrases make writing engaging.



Year 1 Writing Long-Term Planning

Writing opportunities: (2 weeks) Outcome: Sentence writing Text:  Stimuli: Environment Subject link: Geography: Our wonderful weather Science: Seasonal changes Experience/visit/trip: Drama/role play of the story Sequencing	Writing outcome 3: Outcome: Letter Text:  Stimuli: Christmas toy adverts, Christmas adverts/animations Pixar Subject link: History: Changes beyond and within living memory: Toys Subject Link: RE: Christmas/Ramadhan Experience/visit/trip: Children bring in toys Museum toy box Toy story (video) Drama/role play from story	Writing outcome 3: Outcome: Recount of a trip to local supermarket  Stimuli: Trip to Morrison's Subject link: PSHE/geography: wider world Experience/visit/trip: Tram ride, trip/snack buying	N/a	Writing outcomes 3: Outcome: Letter to say thank you.  Subject link: Science: Animals including humans: common animals Experience/visit/trip: Imagine That!	Writing outcomes 3: Outcome: Recount  Experience/visit/trip: Manchester Road Park. Subject link: PSHE/geography: wider world
Focus teaching: End goals from EYFS curriculum: Oracy. In pairs pupils to orally rehearse telling the story and share with the class. R: To retell a story using own ideas which changes one part of the story. A: Children F: Using phonic knowledge to write words in ways which match their spoken words Letter formation. Continuing to understand demarcation and capital	Focus teaching: Oracy Pupils to rehearse saying thank you in different ways. Pupils to present different scenarios to the whole class. R: to write a letter to Father Christmas which say's thank you. A: Father Christmas/Santa F: Capital letters, full stops, demarcation. T: Informal/polite request	Focus teaching: Oracy: in pairs pupils explain what happened on the trip. Consider role playing conversations with their parents about the visit. Orally rehearse some opening sentences and the use of time adverbials. R: To write a recount of a supermarket trip which uses past tense. A: Parents		Focus teaching: Oracy: Pupils in pairs to rehearse saying thank you and asking one question of the staff. Q and A with the teacher pretending to be a member of staff. R: To write a letter to Imagine that which say's thank you for the trip. A: Imagine that staff F: capital letters, full stops, and, question, past tense, pro noun I. T: Formal, informative	Focus teaching: Oracy: in pairs pupils explain what happened on the trip. Consider role playing conversations with their parents about the visit. Orally rehearse some opening sentences and the use of time adverbials. R: to write a recount of a trip to the park which uses past tense. A: other children in school F: pro noun I, sequenced, capital letters, full stop, and, exclamation marks.

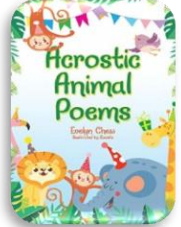


Year 1 Writing Long-Term Planning

letters at the start of Start to write simple sentences (oral rehearsal). Start to sequence sentences (start, middle, end) T: informal GDS: Chn to be able to read their own sentences and others in the book. Pupils applying their phonics knowledge and spelling attempts are plausible and in many cases accurate, letter formation good, sentences make sense. Pupils can write a number of sentences which link together.	GDS: questions for Father Christmas, range of sentences including 'and'	F: Sequenced, capital letters for placed, demarcation, use of past tense T: Formal GDS: 'and' / 'ed' Good use of time adverbials. Recount is accurate and makes sense. Year 1 punctuation used accurately.		GDS: format of letter maintained. Good description of what they liked about the visit, the letter makes sense and pupils can make simple edits using purple pen.	T: informal GDS: pupils complete a sustained piece of writing. Time adverbials used accurately. Conjunctions including because.
Accompanying texts: Use for GR/story times/continual provision/classroom library/cross curricular lessons: - Hurricane - Who has seen the wind? (Christina Rossetti) Poem - Weather and the seasons (DK) - Weather (Usborne) - Little Kids First Big Book Of Weather (National Geographic kids) - Poetry – Once upon a raindrop (James Carter) - The Weather Girls (Aki) - Rain/Sun/Storm/Snow (Sam Usher) - The more it snows (A.A.Milne) poem - Other non-fiction texts in school library	Accompanying texts: Use for GR/story times/continual provision/classroom library/cross curricular lessons: - Snail Mail (Samantha Berger) - Meerkat Mail (Emily Gravett) - Robin Redbreast (Pat WynneJones) - Other Christmas stories in school library. - Everyday materials (Ruth Owen) - Other non-fiction books in school library - The Velveteen Rabbit - The Paper Dolls by Julia Donaldson - Dogger (Shirley Hughes) - Non-fiction toy books in school library.	Accompanying texts: Use for GR/story times/continual provision/classroom library/cross curricular lessons: - Everyone is welcome (Alexandra Penford) - Skin like mine (Latashia Perry)	Accompanying texts: Use for GR/story times/continual provision/classroom library/cross curricular lessons: I want to be a police officer (Dan Liben)	Accompanying texts: Use for GR/story times/classroom library/cross curricular lessons: - A bear call Paddington (Michael Bond) - The Queen's handbag (Steve Anthony) - The London bus (Patricia Toht) - The squirrels that squabbled (Rachel Bright) - The cat in the hat (Dr Zeuss) - Wanted: The perfect pet (Fiona Robertson) - The lion inside (Rachel Bright) - Outdoor science Animals (Sonya Newland) - Fanatical about frogs (Owen Davey)	Accompanying texts: Use for GR/story times/classroom library/cross curricular lessons: - Handa's surprise (Kileen Browne) - Children's first cook book (Annabel Karmel) - Non-fiction books about healthy foods - Children's BBC Good food recipes



Year 1 Writing Long-Term Planning

	Pinocchio (Giuseppe Di Lernia)			- Beautiful Birds (J Roussen & E Walker) - Pet poems (Jennifer Curry) - Non-fiction and fiction books on specific animals listed in science curriculum) – school library	
	Recount				Poetry unit: Shape poems  Subject link: Science (Animals including humans: Common animals)