

2022-23

ENGLISH LONG-TERM PLANNING –WRITING Y1

	TERM 1 Autumn CHILDHOOD		TERM 2 Spring BRIGHTLIGHTS, BIG CITY		TERM 3 Summer CHILDHOOD	
Narrative	Stories with familiar settings (6 weeks)		Traditional Tales and Fables (4 weeks)		Traditional Tales: Fairy Tales (4 weeks)	
Final written outcome	Write simple sentences to retell stories based on familiar settings		Use traditional tales to write retells of traditional tales		Write a new version of a traditional tale	
Suggested Context	Perfectly Norman Writing sentences about parts of the story and character descriptions, setting descriptions. Retelling the story through role play and drama.		The Town Mouse and The Country Mouse The Queen’s Hat Retelling the story through drama, role play and writing the story with a new version of the problem/ending.		Traditional Tales and Fables: Fairy Tales Explore Cinderella, Snow White and the Billy Goats Gruff. Tell new versions inspired by Snow White in New York by Fiona French. Suggested Texts: Version of Cinderella, (e.g. Cinderella: Ladybird First Favourite Tales by Allie Busby), trad. versions of Snow White and The Three Billy Goats Gruff (e.g. Snow White and the Seven Dwarfs by Tanya Maiboroda & The Three Billy Goats Gruff: Ladybird First Favourite Tales by Irene Yates), Snow White in New York by Fiona French, Billy Dogs	
Non-fiction	Labels, List and Captions (1 week)	Report (2 weeks)	Recount (2 weeks)	Instructions (2 weeks)	Report (2 weeks)	Explanation (2 weeks)
Final written outcome	Write labels and sentences for in-class exhibition/museum display	A simple non-chronological report with a series of sentences to describe aspects of the subject: distinguish between a description of a single	Write a simple first person recount based on personal experiences, using adverbs of time to aid sequencing.	Following a practical experience write up the instructions.	A simple non-chronological report with a series of sentences to describe aspects of the subject: distinguish between a description of a single member of a	Draw pictures to illustrate a simple process and write several sentences to support the explanation.

NB This is a working document and will be reviewed and updated regularly.

		member of a group and the group in general.			group and the group in general.	
Suggested Context	Making a toy museum and writing labels for parts of the museum in the role play area.	Toys of the past Fact file writing about old and new toys from the 1950s.	The Great Fire of London Diary writing from the perspective of a London Rat recounting the main events of the Great Fire of London.	Writing a set of instructions for making bread linking to the Great Fire of London using time adverbials such as: First Next Finally.	Information Texts: Comparing Non-fiction & Fiction Read gorgeous books about tigers, whales, sharks and polar bears. Understand differences between fiction and non-fiction, read, answer and write questions and produce factual texts. Suggested Texts: There's a Tiger in the Garden by Lizzie Stewart, Tigress by Nick Dowson, Big Blue Whale by Nicola Davies and Nick Maland, Ice Bear by Nicola Davies, Rainbow Bear by Michael Morpurgo, and Surprising Sharks by Nicola Davies.	
Poetry	Rhymes & Patterns (2 weeks)		Poems on a Theme (2 weeks)		Poetry-Traditional Rhymes (2 weeks)	
Final Outcome	Learn, recite and write rhyming poems		Learn, recite and write poems on a theme		Use an anthology as a stimulus to produce own writing	

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Suggested Context	<p>Seasonal poetry: rhyming poems about Autumn and Winter</p> <p>Suggested texts: <i>I am the seed that grew the tree, the puffin book of fantastic first poems.</i></p>	<p>The Great Fire of London: Nursery rhymes</p> <p><i>Writing poems about fire and the GFOL.</i></p>	<p>Anthologies: Fantastic First Poems</p> <p>This great poetry collection stimulates writing, reading, discussion, as we enjoy traditional rhymes and use wonderful poems as inspiration for writing.</p> <p>Suggested Texts: The Puffin Book of Fantastic First Poems edited by June Crebbin;</p>
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