

2023-24

ENGLISH LONG-TERM PLANNING –WRITING Y1

	TERM 1 Autumn	TERM 2 Spring	TERM 3 Summer
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	<p>Familiar Settings: Family Stories Read Jill Murphy's Five Minutes' Peace, Mo Willems' Knuffle Bunny</p> <p>Suggested Texts: Five Minutes' Peace by Jill Murphy, Knuffle Bunny by Mo Willems</p>	<p>Traditional Tales and Fables: Sharing and Retelling Explore traditional tales, <i>Dragon Dinosaur</i>, <i>The House that Jack Built</i>, <i>Anancy and Mr Dry-Bone</i> and <i>Chicken Licken</i>.</p> <p>Suggested Texts: <i>This is the House that Jack Built</i> by Simms Taback, <i>Anancy and Mr Dry-Bone</i> by Fiona French</p>	<p>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.</p> <p>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</p>

NB This is a working document and will be reviewed and updated regularly. This document is linked to **Cycle A** foundation subject topics.

Non-fiction	Labels, List and Captions (1 week)	Diary (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	Write a simple first person diary extract using adverbs of time to aid sequencing.	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 group and the group in general.	Draw pictures to illustrate a simple process and write several sentences to support the explanation.
Suggested Context	<p>Labels, Lists and Captions Spark imaginations with <i>Not a Stick</i> by Antoinette Portis</p> <p>Suggested Texts: <i>Not a Stick</i> by Antoinette Portis</p>	<p>Diary writing linked to topic/science work.</p> <p>E.g. Diary of Rosa Parks.</p> <p>Diary of an astronaut – Neil Armstrong.</p>	Recount of school trip to the seaside.	Instructions: Children to write a set of instructions for how to make a beach hut.	<p>Information Texts: Comparing Non-fiction & Fiction Read books about tigers, whales, sharks and polar bears. Understand differences between fiction and non-fiction, read, answer and write questions and produce factual texts.</p> <p>Suggested Texts: <i>There's a Tiger in the Garden</i> by Lizzie Stewart, <i>Tigress</i> by Nick Dowson, <i>Big Blue Whale</i> by Nicola Davies and Nick Maland, <i>Ice Bear</i> by Nicola Davies, <i>Rainbow Bear</i> by Michael Morpurgo, and <i>Surprising Sharks</i> by Nicola Davies.</p>	Children to write a simple explanation text of the life cycle of a frog/butterfly.

Poetry	Rhymes & Patterns (2 weeks)	Poems on a Theme (2 weeks)	Poetry-Traditional Rhymes (2 weeks)
Final Outcome	Learn, recite and write rhyming poems	Use poems on theme to write own poems.	Use an anthology as a stimulus to produce own writing
Suggested Context	Rhyming and Patterns: Poems with repeating patterns and rhymes Pattern and rhyme help children memorise and write poetry.	Poems on a Theme: Poems about the Senses Using poems on the theme of the senses. Children learn parts by heart and respond, then write own poems. Suggested Texts: <i>Sensational! Poems inspired by the five senses</i> chosen by Roger McGough, <i>They All Saw a Cat</i> by Brendan Wenzel, <i>The Works: Every poem you will ever need at school</i> chosen by Paul Cookson	Anthologies: Fantastic First Poems This great poetry collection stimulates writing, reading, discussion, as we enjoy traditional rhymes and use wonderful poems as inspiration for writing. Suggested Texts: The Puffin Book of Fantastic First Poems edited by June Crebbin;

2023-24
ENGLISH Sticky Knowledge- WRITING Y1

Children will know how to	TERM 1 Autumn	TERM 2 Spring	TERM 3 Summer
Handwriting	<p>sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>form the digits 0-9 correctly.</p>	<p>form lower case letters in the correct direction, starting and finishing in the right place.</p>	<p>name the letters of the alphabet in order.</p> <p>form capital letters.</p>
Spelling	<p>spell unknown words using my phonemes (sounds). (phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend)</p>	<p>use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p>	<p>use letter names to show alternative spellings of the same phonemes.</p> <p>spell words that use suffixes for plurals or 3rd person. (E.g.: adding s/es; box, fox, fix, pencil, pen)</p>
Composition	<p>say a sentence out loud before writing it down. (Hold a sentence)</p>	<p>plan writing by saying what is going to be written. (build a sentence)</p> <p>read own writing aloud so it can be heard by others and check for sense. ('Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.')</p>	<p>sequence sentences to form short narratives. (Beginning/middle/end- sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.)</p> <p>use sequence sentences in chronological order to recount an event /experience. (Basic adverbials for when-First, Then, Next, After that)</p>
Grammar	<p>use the personal pronoun 'I'</p>	<p>use 'and' to join ideas within a sentence. ('I went to the park and played on the swing.')</p>	<p>make sure that word choices are relevant to the context and I use word banks to support this.</p> <p>use simple adjectives to add detail to sentences.</p>
Punctuation	<p>leave spaces between words.</p> <p>use a capital letter for the start of a sentence.</p>	<p>use a full stop accurately.</p>	<p>use capital letters for the names of people, places and days of the week</p> <p>to use other punctuation such as exclamation and question marks.</p>

NB This is a working document and will be reviewed and updated regularly. This document is linked to **Cycle A** foundation subject topics.