

Year 1 Writing Long Term Plan								
Autumn			Spring			Summer		
<u>Narrative and books used</u>	<u>Stories with predictable phrasing-</u> Handa's Surprise Going on a Lion Hunt – Take one book Bear Feels Ill Bear Stays up for Christmas	<u>Non-fiction</u> Food texts for DT Animal non-fiction texts for Science	<u>Narrative and books used</u>	<u>Fiction- Contemporary fiction- stories reflecting children's own experience</u> This Rabbit belongs to Emily Brown Take One Book- Here Comes Postmouse The Monster Crisp Guzzler- Malorie Blackman	<u>Non-fiction</u> Duxford trip – Linked to First Flight Guest pilot- Q and A Seasons	<u>Narrative and books used</u>	<u>Fiction- Traditional tales- Fairy tales</u> The Three Little Bears, Little Red Riding Hood, Goldilocks Hansel and Gretal- Rachel Isadora Hansel and Gretal- Original story Rapunzel- Once upon a world	<u>Non-fiction</u> Plants non-fiction and information fact files or books Use topic library books
<u>Grammar focus</u>	W1 S1 S2 T1 P1 P2 P3		<u>Grammar focus</u>	W1 W2 S1 S2 T1 P1 P2 P3 W3		<u>Grammar focus</u>	Revisit all and include in re-write	
<u>Terminology</u>	Letter, capital letter, word, , sentence, punctuation, full stop,		<u>Terminology</u>	Revisit plus singular, plural, question mark, exclamation mark		<u>Terminology</u>	Revisit all	
<u>Big Write opportunities</u>	Write simple sentences using patterned language, words and phrases taken from familiar stories Instructions- making soup for Bear- Explanation – How can we make Bear feel better Lists- Christmas list Winter Christmas descriptions	Labels- animal labelling Lists- What I like Captions- Me and my family Instructions- link DT making a fruit salad and Handa's Suprise	<u>Big Write opportunities</u>	Series of sentences re-telling events based on personal experiences using Emily Brown book and Monster Crisp Guzzler- descriptions, diary, continuations, own teacher experiences	Recount- trip to Duxford – Link First Flight Explanations- draw pictures to illustrate a simple process of plane/parts and how it flies Seasons- report	<u>Big Write opportunities</u>	Character descriptions Setting descriptions e.g. forest , the house made from sweets Re-write of stories Wanted Poster- Goldilocks- Wolf	Simple non-chron report Draw pictures and illustrate plants - Labels and diagram life-cycle
<u>Poetry</u>	Vocab building, rhyming couplets- read, write and perform- Going on a lion hunt- Class performance and create a new verse together		<u>Poetry</u>	Rhyming couplets- examples – creating class examples		<u>Poetry</u>	Poet Appreciation	

Grammar Year 1	
Word	W1 Regular plural noun suffixes –s or –es W2 Suffixes added to verbs when the root word remains the same spelling- ing, ed, er e.g. helping helper helped W3 The prefix un- and how it changes the meaning of verbs or adjectives e.g. unkind
Sentence	S1 How words can combine to make sentences S2 Joining words and joining clauses using -and
Text	T1 Sequencing sentences to form short narratives
Punctuation	P1 Separation of words with spaces P2 Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences P3 Capital letters for names and for the personal pronoun I
Terminology	Letter, capital letter, word, singular, plural , sentence, punctuation, full stop, question mark, exclamation mark

Progression to grammar Year 2	
Word	Formation of nouns using suffixes such as –ness, -er and compound nouns e.g. whiteboard Formation of adjectives using suffixes such as ful, less Use of the suffixes –er, -est in adjectives The use of –ly to turn adjectives into adverbs
Sentence	Subordination (when, if, that , because,) and co-ordination (or, and, but) Expanded noun phrases for description and specification Functions- statements, exclamation, question or command
Text	Tense- present and past Tense- past and present progressive- she was shouting, he is drumming
Punctuation	Capital letter, full stops, question marks and exclamation marks Commas to spate items in a list Apostrophes for contractions Apostrophes to mark possessions in nouns 'the girl's shoes'
Terminology	Noun, noun phrase, statement, questions, exclamation, command, suffix, adjective, adverb, verb, tense- past and present, apostrophe, comma

Year 1

Working towards the expected standard

The pupil can, after discussion with the teacher:

- say out loud what they are going to write about
- write a single sentence demarcated with capital letters and full stops
- segment many spoken words into phonemes and represent these by graphemes
- spell some common exception words*
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- recognise where spaces between words have been missed.

Year 1

Working at the expected standard

The pupil can, after discussion with the teacher:

- read own writing aloud clearly for others to hear and discuss
- orally rehearse sentences and sequence them to form short narratives
- join words and clauses with the conjunction 'and'
- use past, present and future accurately in speech and begin to incorporate these in their writing
- demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark
- spell some Y1 common exception words* and the days of the week
- segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way
- form many letters and digits correctly, with some difference between upper and lower-case letters
- use spaces between words.

Year 1

Working at greater depth within the expected standard

The pupil can, after discussion with the teacher:

- begin to write effectively and coherently for different purposes
- join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because)
- use capital letters and full stops mostly correctly
- spell most Y1 common exception* words accurately and make phonically-plausible attempts at spelling unfamiliar words
- form most letters correctly.

Year 1 Overview

Block 1

Rule: Common exception words

Etymology: tri

Block 2

Rule: Adding –s and –es to words (plural of nouns and the third person singular of verbs)

Etymology: pre

Block 3

Rule: Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word

Etymology: anti

Block 4

Rule: Adding –er and –est to adjectives where no change is needed to the root word

Etymology: cent

Block 5

Rule: Adding the prefix –un

Etymology: multi

Block 6

Rule: Common exception words

Etymology: chron

Year 2 Overview

<p>Block 1 Rule: Common exception words – Y1 revisited and Y2 introduced</p> <p>Etymology: bi</p>	<p>Block 2 Rule: The /dʒ/ sound spelt –ge and –dge at the end of words</p> <p>Etymology: oct</p>	<p>Block 3 Rule: The /dʒ/ sound spelt g elsewhere in words before e, i and y and j before a, u and o</p> <p>Etymology: pent</p>	<p>Block 4 Rule: The /s/ sound spelt c before e, i and y</p> <p>Etymology: hex</p>
<p>Block 5 Rule: The /ʒ/ sound spelt s</p> <p>Etymology: quad</p>	<p>Block 6 Rule: Homophones and near-homophones</p> <p>Etymology: wise</p>	<p>Block 7 Rule: The /ɜ:/ sound spelt or after w The /ɔ:/ sound spelt ar after w</p> <p>Etymology: quart</p>	<p>Block 8 Rule: The /l/ or /əl/ sound spelt –le at the end of words The /l/ or /əl/ sound spelt –el at the end of words</p> <p>Etymology: ward</p>
<p>Block 9 Rule: The /l/ or /əl/ sound spelt –al at the end of words Words ending –il</p> <p>Etymology: meter / metre</p>	<p>Block 10 Rule: The /aɪ/ sound spelt –y at the end of words</p> <p>Etymology: fold</p>	<p>Block 11 Rule: Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it</p> <p>Etymology: vore</p>	<p>Block 12 Rule: Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>Etymology: semi / hemi</p>
<p>Block 13 Rule: Common exception words</p> <p>Etymology: trans</p>	<p>Block 14 Rule: The suffixes –ment, –ness, –ful, –less and –ly</p> <p>Etymology: loc</p>	<p>Block 15 Rule: Contractions</p> <p>Etymology: dent</p>	<p>Block 16 Rule: Words ending in –tion</p> <p>Etymology: equi</p>