



# Writing Long Term Plan

## Year 1 Overview

### 2023-24

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><a href="#">Writing to Entertain</a> EYFS to Year 1 Transition – Drawing Club.</p> <p><a href="#">Writing to Entertain</a> Nonsense Poetry – On the Ning Nang Nong (Spike Milligan)</p>	<p><a href="#">Writing to Entertain</a> Narrative (Warning Story) – Little Red Riding Hood</p> <p>Narrative – The Clock Tower</p> <p><a href="#">Writing to Inform</a> Instructions – How to Make a Jam Sandwich.</p>	<p><a href="#">Writing to Inform</a> Diary entry – Beegu (Alexis Deacon)</p> <p><a href="#">Writing to Entertain</a> Poetry – Julian is a Mermaid (Jessica Love)</p>	<p><a href="#">Writing to Entertain</a> Narrative – The Sea Saw (Tom Percival)</p>	<p><a href="#">Writing to Entertain</a> Narrative (Journey Story) – The Snail &amp; The Whale (Julia Donal)</p> <p><a href="#">Writing to Entertain</a> Poetry – class poem/ performance poetry</p>	<p><a href="#">Writing to Entertain</a> Narrative – Ivy &amp; The Lonely Rain Cloud</p> <p><a href="#">Writing to Inform</a> Information Text – Ivy &amp; The Lonely Rain Cloud</p> <p><a href="#">Writing to Inform</a> 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
<b>Week 1</b>	<p><b>Whole School Poetry Unit</b> <b>(Focus Text: The Lost Words by Robert Macfarlane &amp; Jackie Morris)</b></p> <ul style="list-style-type: none"><li>• Focus on the poem 'Fern'</li><li>• Explore what an acrostic poem is</li><li>• Write acrostic poem based on something within nature</li><li>• Alliteration</li></ul>	<p><b>Diary Entry</b> <b>(Focus Text: Beegu by Alexis Deecan)</b></p> <ul style="list-style-type: none"><li>• Read text – Beegu</li><li>• Drama - act out scenes from Beegu</li><li>• Sequence the story of Beegu with time conjunctions.</li></ul>	<p><b>Narrative – Journey Story</b> <b>(Focus Text: The Snail and the Whale by Julia Donaldson)</b></p> <ul style="list-style-type: none"><li>• Share book and drama</li><li>• Text map as a class</li><li>• Group/individual text mapping</li></ul>
<b>Week 2</b>	<p>Continue Fern- including art for wall Nature poem for display Photos of children working outside.</p> <p><b>Transition – Drawing Club</b> <i>Planning released September 2023</i></p>	<p><b>Diary Entry</b> <b>(Focus Text: Beegu by Alexis Deecan)</b></p> <ul style="list-style-type: none"><li>• Grammar- First person</li><li>• Introduce diaries- Features of Diary - Highlight features on sample diary</li><li>• Make a toolkit for features of a diary</li><li>• Order a cut up a Beegu diary entry</li><li>• No More Marking</li></ul>	<p><b>Narrative – Journey Story</b> <b>(Focus Text: The Snail and the Whale by Julia Donaldson)</b></p> <ul style="list-style-type: none"><li>• Revisit story map and model text</li><li>• Adjectives: senses using natural resources</li><li>• What is a setting? Carousel of different settings</li></ul>
<b>Week 3</b>	<p><b>Transition – Drawing Club</b> <i>Planning released September 2023</i></p>	<p><b>Diary Entry</b> <b>(Focus Text: Beegu by Alexis Deecan)</b></p> <ul style="list-style-type: none"><li>• Explore Beegu's feelings - adjectives to describe</li><li>• Writing full, first-person sentences</li><li>• Speech bubbles &amp; speech marks</li><li>• Pictures of a variety of activities-children choose time conjunctions, 1st person, feeling.</li></ul>	<p><b>Narrative – Journey Story</b> <b>(Focus Text: The Snail and the Whale by Julia Donaldson)</b></p> <ul style="list-style-type: none"><li>• Review adjectives and sentence structure to support key words.</li><li>• Drama for writing.</li><li>• Tool kit- sentence structure support</li><li>• Drama for writing - positional language</li><li>• Writing story</li></ul>
<b>Week 4</b>	<p><b>Transition – Drawing Club</b> <i>Planning released September 2023</i></p>	<p><b>Diary Entry</b> <b>(Focus Text: Beegu by Alexis Deecan)</b></p> <ul style="list-style-type: none"><li>• Oracy/ Drama: Hot seat</li><li>• Grammar: past tense</li><li>• Diary Planning. Include parts of story Write a diary entry as Beegu, choosing events of the day, usings features and paragraphs to separate events.</li></ul>	<p><b>Narrative – Journey Story</b> <b>(Focus Text: The Snail and the Whale by Julia Donaldson)</b></p> <ul style="list-style-type: none"><li>• Continuing to write using the tool kit.</li><li>• Editing</li><li>• improvement</li><li>• Sharing stories</li></ul>



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	Autumn Term 1	Spring Term 1	Summer Term 1
<b>Week 5</b>	<b>Transition – Drawing Club</b> <i>Planning released September 2023</i>	<b>Diary Entry</b> <b>(Focus Text: Beegu by Alexis Deecan)</b> <ul style="list-style-type: none"><li>• Finish diary writing</li><li>• Editing and improve</li><li>• Performance poetry</li><li>• Oracy- how to perform-record in class scrapbooks</li></ul>	<b>Poetry</b> <b>(Class poem/ performance poetry)</b>
<b>Week 6</b>	<b>Transition – Drawing Club</b> <i>Planning released September 2023</i>	<b>Poetry</b> <b>(Focus Text: Julian is a Mermaid by Jessica Love)</b> <ul style="list-style-type: none"><li>• Letter discovery - statements about dreams and wishes.</li><li>• Sharing the text.</li><li>• Exploring verbs to write commands that form instructions for being a mermaid.</li><li>• Making predictions, writing in role and sorting inferential statements.</li></ul>	<b>Poetry</b> <b>(Class poem/ performance poetry)</b>
<b>Week 7</b>	<b>Poetry</b> <b>(Focus Text: Ning Nang Nong by Spike Milligan)</b> Introduce to nonsense poetry Practice Ning Nang Nong Record and review performance Writing focus: adapting poem with own ideas/ word choices	<b>Poetry</b> <b>(Focus Text: Julian is a Mermaid by Jessica Love)</b> <ul style="list-style-type: none"><li>• Creating and advertising carnival costumes.</li><li>• Identifying the features of a poem.</li><li>• Writing poem based on the idea of movement</li></ul>	
<b>Week 8</b>			



## Year 1 Writing Long Term Plan 2023-24

	Autumn Term 2	Spring Term 2	Summer Term 2
<b>Week 1</b>	<p style="text-align: center;"><b>Narrative - Warning story</b> <b>(Focus Text: Little Red Riding Hood)</b></p> <ul style="list-style-type: none"> <li>• Book Talk- Read Little Red Riding Hood</li> <li>• Introduce model text- Practise telling story with actions- draw story map</li> </ul>	<p style="text-align: center;"><b>Narrative</b> <b>(Focus Text: The Sea Saw by Tom Percival)</b></p> <ul style="list-style-type: none"> <li>• Accurate punctuation</li> <li>• Verbs –ing</li> <li>• Commands</li> <li>• Question mark</li> </ul>	<p style="text-align: center;"><b>Narrative – Short Story</b> <b>(Focus Text: Ivy &amp; The Lonely Rain Cloud by Katie Harnett)</b></p> <ul style="list-style-type: none"> <li>• Explore front cover, blurb &amp; beginning of story</li> <li>• Recall main events</li> <li>• Using inference skills -feelings</li> <li>• Adjectives/ Write in role</li> </ul>
<b>Week 2</b>	<p style="text-align: center;"><b>Narrative - Warning story</b> <b>(Focus Text: Little Red Riding Hood)</b></p> <ul style="list-style-type: none"> <li>• Write adjectives to describe characters</li> <li>• Box up LRRH- identify title, opening, build up, problem, solution</li> <li>• CT to model Innovating character</li> <li>• Class retell the story with innovations.</li> <li>• Opening- CT model chn write up.</li> </ul>	<p style="text-align: center;"><b>Narrative</b> <b>(Focus Text: The Sea Saw by Tom Percival)</b></p> <ul style="list-style-type: none"> <li>• Joining words and phrases</li> <li>• Prefix –un</li> <li>• Retelling story</li> <li>• Meanings of new words</li> </ul>	<p style="text-align: center;"><b>Narrative – Short Story</b> <b>(Focus Text: Ivy &amp; The Lonely Rain Cloud by Katie Harnett)</b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Plan own fictional story</li> <li>• Write story</li> <li>• Edit &amp; improve</li> </ul>
<b>Week 3</b>	<p style="text-align: center;"><b>Narrative - Warning story</b> <b>(Focus Text: Little Red Riding Hood)</b></p> <ul style="list-style-type: none"> <li>• Identify build up- CT model</li> <li>• Identify problem- CT model</li> <li>• Identify resolution- CT model</li> <li>• Time to edit work- Chn to practise sharing their story with the class.</li> </ul>	<p style="text-align: center;"><b>Narrative</b> <b>(Focus Text: The Sea Saw by Tom Percival)</b></p> <ul style="list-style-type: none"> <li>• Letters of the alphabet in order</li> <li>• Inference – how a character might feel</li> <li>• Thought-tapping</li> <li>• Talk about what to write</li> </ul>	<p style="text-align: center;"><b>Information Text</b> <b>(Focus Text: Ivy &amp; The Lonely Rain Cloud by Katie Harnett)</b></p> <ul style="list-style-type: none"> <li>• Compare fiction and non-fiction</li> <li>• Features of information texts</li> <li>• Layout &amp; presentational features</li> <li>• Punctuation for questions</li> <li>• Weather research</li> </ul>
<b>Week 4</b>	<p style="text-align: center;"><b>Narrative - Warning story</b> <b>(Focus Text: Little Red Riding Hood)</b></p> <ul style="list-style-type: none"> <li>• Innovate contents of the basket on their BU grid- Write title and opening</li> <li>• Use STEM sentences and rules for discussion to debate 'Is it right for the wolf to want to eat LRRH?</li> <li>• Read 'Little Red' -Is LRRH right to trick the wolf?</li> </ul>	<p><b>Assessment Week</b></p> <p><b>NFER Reading Assessments</b></p>	<p style="text-align: center;"><b>Information Text</b> <b>(Focus Text: Ivy &amp; The Lonely Rain Cloud by Katie Harnett)</b></p> <ul style="list-style-type: none"> <li>• Turning notes into full sentences</li> <li>• Write information text</li> <li>• Edit &amp; improve</li> <li>• Share &amp; peer assess</li> </ul>



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