

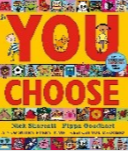


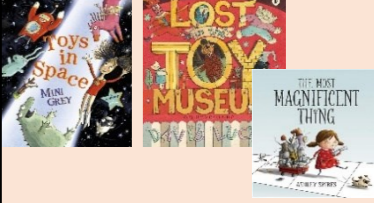
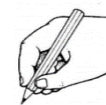


## Year 1 Writing Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Writing Focus's</b>	<p>Fiction – Stories with familiar settings Non-Fiction – Explanation (link to We build our homes)</p>	<p>Fiction – Mystery (link to The Queen's Hat) Non-Fiction – Biography (link to The Royal Family)</p>	<p>Fiction - Dilemma (link to One Springy Day) Non-Fiction – Recount (link to The Secret Path)</p>	<p>Fiction – Poetry (link to Tree) Non-Fiction – Instructions (link to Oliver's Vegetables)</p>	<p>Fiction – Adventure (link to The Umbrella) Non-Fiction – Recount (link to Meerkat Mail)</p>	<p>Fiction – Stories with historical settings (link to The Toymaker) Non-Fiction – Non-Chronological report (link to Houses Long Ago)</p>
<b>Additional Books linked to topic</b>	<p><b>Additional Linked Texts:</b> The Three Little Pigs</p> 	<p><b>Additional Linked Texts:</b> Cinderella, The Queens Handbag by Stven Antony, Paddington by Michael Bond, Cops and Robbers by Allan Ahlberg</p> 	<p><b>Additional Linked Texts:</b> You Choose by Nick Sharratt and Pippa Goodhart</p> 	<p><b>Additional Linked Texts:</b> Greta and the giants by Zoe Tucker</p> 	<p><b>Additional Linked Texts:</b> Wild Life – The extraordinary adventures of Sir David Attenborough by Leisa Stewart-Sharp, You cant take an elephant on the bus by Patricia Cleveland-</p> 	<p><b>Additional Linked Texts:</b> Toys in Space by Mini Grey and Lost in the Toy Museum by David Lucas The most magnificent thing by Ashley Spires</p> 
<b>Additional Writing Ideas</b>	<ul style="list-style-type: none"> <li>Retell the story of the 3 little pigs.</li> <li>Instructions of how to build your house?</li> <li>Label the dfferent characters in the books</li> <li>Label the materials used to create their home?</li> </ul>	<ul style="list-style-type: none"> <li>Information leaflet all about the Queen</li> <li>Timeline of key events in Queens life – giant - Whole class?</li> <li>Family tree of family</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Write instructions of how to grow a plant/vegetable.</li> </ul>	<ul style="list-style-type: none"> <li>Write a story about an animal e.g. a penguin going to a new country. What will they see/hear/feel/explore etc.</li> </ul>	<ul style="list-style-type: none"> <li>Make their own toy and then write a story about where it could go/ what it could do/ their own toys adventures.</li> </ul>
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# Year 1 Writing Progression



Yr1 Writing Progression							
Early Writer							
	Baseline expectations	End of Autumn 1	End of Autumn 2	End of Spring 1	End of Spring 2	End of Summer 1	End of Summer 2
<b>Handwriting</b>	Children show good control and coordination in small movements. They handle equipment and tools effectively, including pencils for writing (ELG-MH)	Children sit in an appropriately sized chair and their <b>posture</b> supports their handwriting. They hold their pencil using a <b>tripod grasp</b> and the non-dominant hand stabilises the paper. <b>Some children are also further progressed in their dexterity and handwriting ability.</b> 	Using a minimum of <b>15mm</b> lined paper, children write all letters and digits legibly. <b>Some children are also further progressed in their dexterity and handwriting ability.</b>	Using their knowledge of handwriting families, children are beginning to form letters and digits in the correct direction, starting and finishing in the right place. <b>Some children are also further progressed in their dexterity and handwriting ability.</b>	Children form all letters and digits in the correct direction, starting and finishing in the right place. <b>Some children are also further progressed in their handwriting ability.</b>	children form capital letters correctly and have a good understanding of which letters belong to which handwriting family. <b>Some children are also further progressed in their handwriting ability.</b>	<b>Children have consolidated all yr1 learning. Some children are also further progressed in their handwriting ability.</b>
<b>Spelling</b>	Children use their phonic knowledge to write words in ways that match their spoken sounds. They write some irregular common words. Some words are spelt correctly and others are phonetically plausible. (ELG-W)	Children consistently spell simple words and some compound words using all <b>corresponding sounds of the alphabet</b> and consonant digraphs: <b>sh, th, ch, qu, ng, nk</b> . They mostly spell simple and compound words using the sounds: <b>ay, ee, igh, ow, oo:oo</b> and use the spelling rule of <b>adding -s to pluralise nouns</b> . <b>Orally</b> , children use the spelling rule of <b>adding -ing, -ed, -er, -s, -es</b> to verbs. They spell common exception words such as: <b>the, a, do, to, today, of, says, was, is, his, has, I, be, he, me, she, we, no, go, do, ask, put, push, they, one</b> . <b>Some children are also further progressed with their phonics and ability to spell yr1 common exception words. They can also manipulate tense precisely by applying taught spelling rules.</b>	Children mostly spell simple and compound words using the sounds: <b>ar, or, air, ir, ou, oy</b> . They understand the spelling rule for ending a word with <b>-ff, -ll, -ss, -zz, y</b> and apply it mostly correct. They are beginning to understand <b>syllables in simple words</b> and spell common exception words such as: <b>pull, full, you, your, there, house, our, by, my</b> . Children are beginning to use the spelling rule of <b>adding -ing, -ed, -s, -es</b> to verbs. <b>Some children are also further progressed with their phonics and ability to spell yr1 common exception words. They can also manipulate tense precisely by applying taught spelling rules.</b>	Children mostly spell simple and compound words using the sounds: <b>ea, oi, a-e, i-e, o-e, u-e, aw, are</b> . They apply the spelling rule for ending a word with <b>-tch</b> and the <b>sound v</b> mostly correctly and can <b>split words into syllables</b> . They use the spelling rule of <b>adding -es to pluralise nouns</b> and consistently <b>add -ing, -ed, -s, -es</b> to verbs while making some attempts at <b>adding -er</b> for future verb tense. Children spell common exception words such as: <b>are, love, come, some</b> . <b>Some children are also further progressed with their phonics and ability to spell yr1 common exception words. They can also manipulate tense precisely by applying taught spelling rules.</b>	Children mostly spell simple and compound words using the sounds: <b>ur, er, ow, ai, oa, ew, ire, ear</b> . They consistently use spelling rules such as <b>adding -ing, -ed, -er, -s, -es</b> to a verb, and spell common exception words such as: <b>said, were, here, where</b> . <b>Some children are also further progressed in their spelling ability.</b>	Children are consolidating <b>all phonic learning and spelling rules</b> consistently across simple and compound words. They use the <b>prefix un-</b> to change the meaning of words and understand when to use <b>ph, wh</b> and <b>k</b> correctly. They spell common exception words such as: <b>friend, school, once</b> . <b>Some children are also further progressed in their spelling ability.</b>	<b>Children have consolidated all yr1 learning and they add -er and -est to adjectives</b> where the root word doesn't change, <b>Some children are also further progressed in their spelling ability.</b>
<b>Grammar</b>	Children use past, present and future forms accurately when talking about events that have happened or are happening in the future. (ELG-CL) Children write simple sentences which can be read by themselves and others. (ELG-W)	Children <b>understand that a sentence is a complete thought</b> with something (concrete noun) or somebody (proper noun) doing something (physical action). Children <b>compose sentences orally</b> using <b>simple past or present tense</b> and ensure a basic <b>subject/verb agreement when speaking</b> . Children <b>write simple statement sentences</b> independently using their phonic knowledge to sound out and write words. <b>Some children are also beginning to understand the difference between concrete and proper nouns and apply their spelling learning to change an action verb into different tenses.</b>	Children <b>consistently write statement sentences</b> with 1 independent clause and ensure a <b>basic subject/verb agreement when writing</b> . <b>Some children are also able to understand the difference between concrete and proper nouns and are using simple past/present tense with action verbs. They beginning to use simple prepositions of position and time to add detail.</b>	Children write a mixture of the <b>4 basic sentence types</b> : statement, question, exclamation and command (where appropriate) Children sometimes <b>attempt to join sentences using "and"</b> . <b>Some children also use simple prepositions of position and time consistently and are beginning to use interrogative pronoun (5w's) to replace nouns in questions. They are beginning to use future tense when appropriate and may be beginning to explore verbs of being.</b>	Children use <b>"and"</b> to join 2 independent clauses and create <b>compound sentences</b> . <b>Some children are also beginning to use common pronouns to avoid repetition within the 2<sup>nd</sup> clause and write confidently in the future tense where appropriate.</b>	Children sequence a range of simple and compound sentences to <b>write short pieces of writing</b> . <b>Some children are also making the correct choice of common pronoun consistently across all tenses and pieces of writing.</b>	<b>Children have consolidated all yr1 learning. Some children are also beginning to use simple adjectives and/or beginning to use "but" and "so" to create further compound sentences.</b>
<b>Punctuation</b>		Children separate written words using <b>finger spaces</b> and <b>beginning to use capital letters to start a sentence and a full stop to end a sentence</b> . <b>Some children are also further progressed in their ability to use yr1 punctuation.</b>	Children use <b>capital letters to start a sentence, and a full stop to end of sentence</b> . They are <b>beginning to use capital letters for the days of the week, and names of people and places</b> . <b>Some children are also further progressed in their ability to use yr1 punctuation.</b>	Children use <b>capital letters for the days of the week, and names of people and places consistently</b> . They are <b>beginning to use question marks and exclamation marks</b> where appropriate. <b>Some children are also further progressed in their ability to use yr1 punctuation.</b>	Children use <b>question marks and exclamation marks consistently</b> . They are <b>beginning to use a capital letter for the pronoun "I"</b> when it is not at the beginning of a sentence. <b>Some children are also further progressed in their ability to use yr1 punctuation.</b>	Children consistently use a <b>capital letter for the pronoun "I"</b> when it is not at the beginning of a sentence. <b>Some children can use all yr1 punctuation correctly all the time and use it precisely for purpose.</b>	<b>Children have consolidated all yr1 learning. Some children are also beginning to use commas in a list of simple adjectives.</b>
<b>Composition &amp; Writing with a purpose</b>	Children develop their own narratives and explanations by connecting ideas or events. (ELG-CL)	To entertain, Children <b>tell simple stories or poems with some children also use simple past/present tense with some traditional story language/ use of senses/ repeating patterns/ onomatopoeia</b> . However, if applying into written work, <b>sentences are simple statements</b> about what happened/is happening. To inform, children <b>label diagrams and/or recount by using simple sentences</b> . <b>Some children also use the past tense to recount.</b>	To entertain, children write <b>simple statement sentences</b> . <b>Some children also write in simple past tense with some traditional story language/ use of senses/ repeating patterns/onomatopoeia and are beginning to use simple prepositions of position to add detail</b> . To inform, children write <b>simple statements of fact and captions</b> . <b>Some children also use past/present tense correctly</b> . Within both purposes, children are <b>beginning to discuss and re-</b>	To entertain, children add <b>exclamation marks</b> . <b>Some children also use traditional story language/ use of senses/ repeating patterns/ onomatopoeia consistently in the past/present tense and use simple prepositions of position consistently to add detail</b> . To inform, children use <b>commands</b> where appropriate and use <b>question headings</b> to guide the reader. <b>Some children also inform in past/present tense consistently and use interrogative pronouns to guide readers.</b>	To entertain and inform, children use both <b>simple and compound sentences</b> . Sentences are <b>beginning to be grouped</b> into a basic beginning, middle and end sequence to writing and Children are <b>beginning to offer their viewpoints</b> on issues that matter to them. <b>Some children also consistently write in the past, present and/or future tense.</b>	To entertain and inform, children sequence writing into <b>clear beginning, middle and end. Viewpoints are clearly conveyed</b> but this may still lack order and sequence. <b>Some children are also sequencing writing using precise prepositions and offer</b>	<b>Children have consolidated all yr1 learning. Some children also beginning to use simple adjectives and adverbs of action to add detail and information across</b>

			read what they have written to make sure it makes sense. <b>Some children are also beginning to order sentences using simple prepositions of time in past/present tense.</b>	Within both purposes, children <b>effectively discuss and re-read</b> what they have written and are beginning to group sentences together. <b>Some children also order sentences using simple prepositions of time and are beginning to use the future tense where appropriate.</b>	<b>They sequence writing into a clear structure and are beginning to offer viewpoints supported by facts.</b>	<b>coherent viewpoints supported by facts.</b>	<b>the 3 purposes for writing.</b>
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## Writing: Year 1 Objectives

<p style="text-align: center;"><b>I know:</b></p> <p><b>Transcriptional fluidity continues to be the primary goal – forming letters and numbers accurately and fluently</b></p> <ul style="list-style-type: none"> <li>We use our phonics to help us to spell words we want to write.</li> <li>A noun is a thing.</li> <li>A verb is a doing word.</li> <li>A sentence is made up of a noun and a verb.</li> <li>A sentence is a set of words that mean something. A sentence says something about someone or about a thing.</li> <li>A series of sentences in sequence can tell a story, recount events or convey information.</li> <li>We can remember and recall a sentence. This helps us to write the sentence. If we repeat the sentence several times, this helps us to remember all the words in the sentence.</li> <li>A written sentence always begins with a capital letter and ends with a full stop.</li> <li>An exclamation or a question needs a question mark or an exclamation mark</li> <li>A name of a person or when we use 'I' that we need a capital letter.</li> <li>Sometimes we can use 'and' to join two sentences together. These joining words are called conjunctions.</li> <li>A sentence can tell us if something happened in the past depending on how we spell the verb.</li> <li>We can show how many nouns there are depending on the spelling (adding suffixes)</li> <li>If there is more than one noun, we use the word plural and if there is one noun, it is singular.</li> </ul>	<p style="text-align: center;"><b>I can:</b></p> <p>In addition to the <b>vital transcriptional</b> aspects:</p> <ul style="list-style-type: none"> <li>Speak using complete sentences where subject and verb agree</li> <li>Orally rehearse a sentence and commit it to memory.</li> <li>Recognise when a sentence makes sense.</li> <li>Write three or four meaningful simple sentences in sequence. (While it is desirable that pupils write at greater length, please not at the expense of technical accuracy and automaticity!)</li> <li>Use simple past and present tense</li> <li>Consistently use a capital letter and a full stop to demarcate each sentence.</li> <li>Leave appropriately sized spaces between words.</li> <li>Begin to use a question mark and exclamation mark</li> <li>Join two sentences using and to make a compound sentence.</li> <li>Identify and explain nouns and verbs</li> <li>Spell using the 40 phonemes taught through consistent practice of phoneme/grapheme correspondence</li> <li>Spell the days of the week</li> <li>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Use the prefix un–</li> <li>Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> </ul>
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Composition	
<p style="text-align: center;"><b>I know:</b></p> <ul style="list-style-type: none"> <li>I can take ideas from stories I know</li> <li>A story is fiction (made up)</li> <li>There are different types of stories ie fairy tale, fantasy, adventure</li> <li>I can start stories in different ways depending on the type ie Once upon a time</li> <li>There are characters in a story</li> <li>That we can use words to describe a character to help our reader understand what they are like</li> <li>There are settings in a story</li> <li>We can use words to describe a setting to help our reader understand what it is like</li> <li>A story has a beginning, a middle and an end</li> <li>How to orally retell a story because it can help us to remember it</li> <li>How to retell a simple story</li> <li>That we can change stories we know to make them our own</li> <li>There are different types of non-fiction writing</li> <li>Non-fiction means something that is true</li> <li>Different non-fiction texts have different features ie lists, headings</li> <li>How to use facts we know to put them into a non-fiction text</li> </ul>	<p style="text-align: center;"><b>I can:</b></p> <ul style="list-style-type: none"> <li>List different stories and the type of story they are</li> <li>Explain some features of different story types</li> <li>Write simple retells of stories they have learnt</li> <li>Describe characters and settings using at least one adjective</li> <li>Maintain a simple plot (beginning, middle and end)</li> <li>Orally retell stories</li> <li>Begin to change stories they know</li> <li>List different types of non-fiction</li> <li>Explain some features of non-fiction texts</li> <li>Orally retell non-fiction</li> <li>Write simple retells of non-fiction</li> <li>Begin to change non-fiction based on their own knowledge</li> </ul>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Fiction – Stories with familiar settings</b> <b>Non-Fiction – Explanation (link to We build our homes)</b>	<b>Fiction – Mystery (link to The Queen’s Hat)</b> <b>Non-Fiction – Biography (link to The Royal Family)</b>	<b>Fiction - Dilemma (link to One Springy Day)</b> <b>Non-Fiction – Recount (link to The Secret Path)</b>	<b>Fiction – Poetry (link to Tree)</b> <b>Non-Fiction – Instructions (link to Oliver’s Vegetables)</b>	<b>Fiction – Adventure (link to The Umbrella)</b> <b>Non-Fiction – Recount (link to Meerkat Mail)</b>	<b>Fiction – Stories with historical settings (link to The Toymaker)</b> <b>Non-Fiction – Non-Chronological report (link to Houses Long Ago)</b>
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### Year 1 End of Year Expectations

Key assessment criteria: A year 1 speaker, reader and writer		
<b>Oracy</b>		
<ul style="list-style-type: none"> <li>• Can I speak clearly and loudly enough to communicate meaningfully?</li> <li>• Can I ask questions about matters of interest?</li> <li>• Can I express feelings and ideas when talking about matters that interest them?</li> <li>• Can I start to develop ideas by adding detail to their speech?</li> <li>• Can I start to understand how to take turns when speaking?</li> <li>• Can I start to listen to others and respond appropriately?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I join in with imaginative play taking on role of different familiar characters?</li> <li>• Can I speak in complete sentences after modelling?</li> <li>• Can I retell a familiar story in sentences, using narrative language?</li> <li>• Can I recount an event or experience in sentences?</li> <li>• Can I begin to understand how to change language when speaking to different listeners, e.g. peers and adults?</li> </ul>	
<b>Reading</b>		
<b>Word reading:</b> <ul style="list-style-type: none"> <li>• Can I match all 40+ graphemes to their phonemes?</li> <li>• Can I blend sounds in unfamiliar words?</li> <li>• Can I read common exception words, noting the unusual correspondences between spelling and sound?</li> <li>• Can I read words that end with ‘s, -es, -ing, -ed, -er, -est?</li> <li>• Can I divide words into syllables?</li> <li>• Can I read words of more than one syllable that contain taught GPCs?</li> <li>• Can I read words with contractions and understand that the apostrophe represents the missing letters?</li> </ul>	<b>Comprehension:</b> <ul style="list-style-type: none"> <li>• Can I listen and talk about texts that I could not read alone?</li> <li>• Can I link what I have heard or read to my own experiences?</li> <li>• Can I talk about the main points within a well-known story?</li> <li>• Can I recognise and join in with predictable phrases?</li> <li>• Can I learn some poems and rhymes by heart?</li> <li>• Can I use what I already know to understand words and texts?</li> <li>• Can I check that my reading makes sense and go back to correct when it doesn’t?</li> <li>• Can I discuss important events in a book?</li> <li>• Can I draw inferences from the text by what is being said or done?</li> <li>• Can I predict what might happen on what has been read so far?</li> <li>• Can I explain what I think a text is about?</li> </ul>	
<b>Writing</b>		
<b>Transcription:</b> <u>Spelling</u> <ul style="list-style-type: none"> <li>• Can I spell words with the 40+ phonemes already taught?</li> <li>• Can I spell common exception words?</li> <li>• Can I spell the days of the week?</li> <li>• Can I name the letters of the alphabet in order?</li> <li>• Can I use letter names to show alternative spellings of the same phoneme?</li> <li>• Can I use the spelling rule for adding -s or -es as the plural marker for nouns?</li> <li>• Can I use the spelling rule for adding -s or -es for verbs in the 3<sup>rd</sup> person singular?</li> <li>• Can I spell words using the prefix –un?</li> <li>• Can I spell words using –ing, -ed, -er and –est when the root word doesn’t change?</li> </ul> <u>Handwriting</u>	<b>Composition:</b> <ul style="list-style-type: none"> <li>• Can I say out loud what I am going to write about?</li> <li>• Can I compose a sentence orally before writing it?</li> <li>• Can I sequence sentences to write short narratives?</li> <li>• Can I re-read what I have written to check that it makes sense?</li> <li>• Can I discuss what I have written?</li> <li>• Can I clearly read aloud my work?</li> </ul>	<b>Grammar and punctuation</b> <u>Grammar</u> <ul style="list-style-type: none"> <li>• Can I join two sentences using ‘and’?</li> </ul> <u>Punctuation</u> <ul style="list-style-type: none"> <li>• Can I separate words using finger spaces?</li> <li>• Can I use capital letters to start a sentence?</li> <li>• Can I use a full stop to end a sentence?</li> <li>• Can I use a question mark?</li> <li>• Can I use an exclamation mark?</li> <li>• Can I use capital letters for names of people and places?</li> <li>• Can I use capital letters for the days of the week?</li> </ul>

- Can I sit correctly at a table, holding a pencil comfortably and correctly?
- **Can I form lower case letters in the correct direction, starting and finishing in the right place?**
- **Can I form capital letters?**
- **Can I form digits 0-9?**
- Can I understand which letter belong to which handwriting family?

- **Can I use a capital letter for 'I'?**

**the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our.**

All phonic scheme, ff,ll,ss,zz,ck, nk, syllables, tch, v sound at end of word, -ing, -ed, -er, -est where root word doesn't change, -y, ph, wh, K sound, un- where root word doesn't change, compound words,