



Year 1 Long Term Writing Plan 2024/25



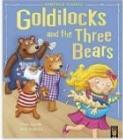
The terminology Y1 pupils will be taught: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark

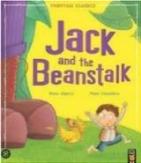
DAILY RETRIEVAL

Autumn 1

Genre	Fiction (F) Non-fiction (NF)	Stimulus	PVA	Oracy (focused task leading into writing)	Greater depth	Grammar/ Punctuation (<u>main obj in bold</u>)	Spelling	Vocabulary	Phonics - Little Wandle Scheme	Writing in the Wider Curriculum
settling in period 1 week 02/09		Summer picture - colourful semantics 1.Assessment 2.same pic but who/doing what 3. same pic but who/doing/wh at/what 4.Who/doing what/where	N/A	Talk partners	Use describing words effectively from books that they have read Use 'and' independently Punctuation for capital letters and full stops is mostly accurate.	Capital letters - capital letter or names of people, places, and the personal pronoun 'I' Full stops - to help the reader What is a sentence? Every sentence must have a 'who' and what 'doing'.		dog park duck pond slide ball butterfly swimming playing kicking playing eating	Autumn 1 Week 1: ai- tail, main ee- feel, deep igh- right, fight oa-road soap oo- food boot ar- hard bar or- born sort ur- surf curl oo-foot took ow- down town oi-join coil ear- hear near	

						<p>Finger spaces - to help the reader</p> <p>Writing on the line -- to help the reader</p>			
<p>Sentence level work (CL, FS, Finger spaces)</p> <p>1 week</p> <p>09/09</p>	F	<p>Traditional tale</p> 	N/A	<p>Colourful Semantics</p> <p>Who/doing Who/doing what Who/doing what/where</p>	<p>Use describing words effectively from books that they have read</p> <p>Punctuation for capital letters and full stops is mostly accurate.</p>	<p>Capital letters capital letter for names of people, places, and the personal pronoun 'I'</p> <p>Full stops - to help the reader</p> <p>What is a sentence? It has a 'who' and what 'doing'.</p> <p>Finger spaces - to help the reader</p>	-ing	<p>Goldilocks bears cottage porridge bowls mummy daddy baby lumpy squeaky roar noise breakfast cheeky sweet broke chair squishy growl eyes</p>	<p>Week 2: air-hair fairs er-bigger, letter z/s- visit toads Two or more diagraph-- cheep shower march chain thorn sheet sharp short</p>

<p>Instructions</p> <p>1 week</p> <p>16/09</p>	<p>NF</p>	<p>Traditional tale</p>  <p>Making porridge</p>	<p>P: To instruct on how to make porridge.</p> <p>V: Third person</p> <p>A: Someone who wants to make porridge</p>	<p>Oral rehearsal using pictures from cooking</p>	<p>Use joining word 'and' independently</p> <p>Punctuation for capital letters and full stops is mostly accurate.</p>	<p>Capital letters - capital letter for names of people, places, and the personal pronoun 'I'</p> <p>Full stops.</p> <p>What is a sentence?</p> <p>Finger spaces - - to help the reader</p> <p>When words- . Eg: First, next, then</p>		<p>oats milk pan hob spoon stir pour mix add heat</p> <p>first next then after that finally</p>	<p>Week 3: CVCC, CCVC, CCVCC- snack shelf shrink squelch stand CCVC-springs shrill splat plum scrap scrubs Phase 4 with long vowel- star/light tree/top fresh/ness drift/wood wind/mill star/fish</p>	
<p>Character description (wanted poster)</p> <p>2 weeks</p> <p>23/09 30/09</p>	<p>F</p>	<p>Traditional tale</p> 	<p>P: to entertain</p> <p>V: third person</p> <p>A: those who are finding the wolf</p>	<p>Colourful Semantics</p>	<p>Use joining word 'and' independently</p> <p>Punctuation for capital letters and full stops is mostly accurate.</p>	<p>Capital letters capital letter for names of people, places, and the personal pronoun 'I'</p> <p>Full stops - to help the reader</p>	<p>Suffix: s</p>	<p>wolf wood cutter forest grandma</p>	<p>Week 4: Phase 5 sounds- ai/ ay- day, say, play ow/ ou- cloud, proud, oi/ oy/- boy, joy, enjoy ee/ ea/- sea, read, heap</p> <p>Week 5: Longer words rooftop farmyard popcorn earring bedroom airport</p>	

						<p>What is a sentence? It has a 'who' and what 'doing'. Every sentence must have a 'who' and what 'doing'.</p> <p>Finger spaces - to help the reader</p> <p>Writing on the line - to help the reader</p> <p>Describing words - to help the reader picture the noun/who</p>			
<p>Narrative (Retell) 3 weeks 07/10 14/10 Half term 28/10</p>	F	<p>Traditional tales</p> 	<p>P: to entertain</p> <p>V: third person</p> <p>A: 5+</p>	<p>Role-play</p> <p>Babble gabble</p> <p>Best lines</p> <p>Freeze frame with narration</p>	<p>Use joining word 'and' independently</p> <p>Punctuation for capital letters and full stops is mostly accurate.</p>	<p>Capital letters capital letter for names of people, places, and the personal pronoun 'I'</p> <p>Full stops - to help the reader</p>	<p>Suffixes: -ed</p> <p>Beginning to explore it sounds like t, id or d</p>	<p>Jack Giant Giantess golden hen</p> <p>cottage castle teacup</p> <p>magic beans beanstalk axe golden eggs</p>	<p>Week 6: assessment</p> <p>Autumn 2 Week 1: ur/ ir- bird, first, girl igh/ ie- tie, pie oo/ ue- blue, clue, true yoo/u- unicorn</p> <p>Week 2: oa/ o [no so go] open most post igh/ i- tiger, child, spider ai/ a- paper, later, basic, ee/ e- he, fever, secret</p>

What is a sentence? It has a 'who' and what 'doing'. Every sentence must have a 'who' and what 'doing'.

Finger spaces
- to help the reader

Writing on the line - to help the reader

Describing words- to help the reader picture the 'who'

Who words - tell the reader the 'who' in the sentence. Every sentence must have a 'who'

Doing words - tell the reader what the 'who' is doing

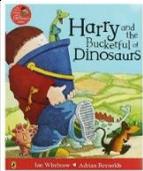
Past tense verbs - tell the reader when something happened

Autumn 2

Narrative
(Imitation for ending only)
2.5 weeks
04/11
11/11
18/11

F

Picture Book



P: To entertain
V: Third person
A: 6+ or anyone interested in dinosaurs

Role-play

Use describing words effectively from books that they have read

Use exclamation marks where appropriate

Punctuation for capital letters and full stops is mostly accurate.

Capital letters
capital letter for names of people, places, and the personal pronoun 'I'
Full stops - to help the reader
What is a sentence? It has a 'who' and what 'doing'. Every sentence must have a 'who' and what 'doing'
Finger spaces
- to help the reader

Suffixes:
-ed

Beginning to explore it sounds like t, id or d

Harry
Nan
attic
bucketful
belong
dinosaur
lost property
library
beach
supermarket

Week 3:
ai/ a_e- snake, spade, game
igh/ i_e- slide, time, inside,
oa/ o_e- home, stone,
oo/ u_e- cute, rule, tube

Week 4:
ee/ e_e- these, even, complete
oo/ ew- chew, new,
ee/ ie- shield, field, shriek
or/ aw- claw, draw, straw

						<p>Joining word: and What is the purpose of 'and'? It can join words</p> <p>Exclamation marks - teach what is this used for. To show strong feelings like feeling happy, feeling very angry or feeling very scared.</p> <p>Past tense verbs - verbs - tell the reader when something has happened - that this has happened.</p>				
<p>Letter writing</p> <p>2.5 weeks</p> <p>25/11 02/12 09/12</p>	F	<p>Complexity in Narrator's voice</p> 	<p>P: To complain about their misuse</p> <p>V: First person</p> <p>A: Duncan</p>	<p>Hot seating</p> <p>Thought tracking and freeze frames</p>	<p>Use other joining words other than 'and' independently</p> <p>Joining words: but</p> <p>Punctuation for capital letters and</p>	<p>Question marks what is this used for? To ask something. Tells the reader something is being asked</p>	<p>Suffixes: -es</p>	<p>quit tired unfair overworked wear myself out neat proud</p>	<p>Week 5: Grow the code: /igh/i/ ie/ i-e Grow the code: /ai/ ay/ a/ a-e Grow the code: / oa/o/ o-e Grow the code: /ee/ ea/ e/ e-e/ ie Grow the code: /oo /yoo/ ew/ u-e/ ue/ u</p> <p>Week 6: Assessment</p>	

					full stops is mostly accurate.	Present tense - tells the reader when this is happening			Spring 1 Week 1: ee/ y- happy, silly, e/ ea- head, bread, ready. wh- wheel, whale, whisper, grow the code: /oa/ toe shoulder, boulder, woe	
Instructions	NF	Real and relevant purpose	P: To give steps on how to make biscuits	Making biscuits and retelling what they are doing or did with photos to guide steps and key vocabulary	Use other joining words other than 'and' independently	Capital letters capital letter for names of people, places, and the personal pronoun 'I'	first firstly* next after before finally lastly* then after that whilst put mix stir roll sprinkle	Week 2: igh/ y- fly, spy, reply oa/ ow- snow, flow, grow j/ g- giant, gem, magic f/ ph- phone, phonics, dolphin	History: fact file - all about me	
1.5 weeks			V: Third person		Punctuation for capital letters and full stops is mostly accurate.	Full stops - to help the reader			Purpose: To inform others about ourselves	
16/12		Making biscuits	A: Anyone who wants to make biscuits			What is a sentence? It has a 'who' and 'what' doing. Every sentence must have a 'who' and what 'doing'.			Viewpoint: first person	
									Audience: family member or teacher	

						<p>'doing' words that tells the reader what the 'who' is doing.</p> <p>When words - tells the reader when something is happening</p>				
--	--	--	--	--	--	--	--	--	--	--

Spring 1

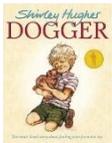
<p>Factual recount</p> <p>2 Weeks</p> <p>06/01 13/01</p>	F	<p>Real and relevant purpose</p>  <p>Animals in hand visit</p>	<p>P: To inform the reader on animals they met</p> <p>V: First person</p> <p>A: Anyone who likes animals</p>	<p>Voice 21 trio - say what they held and what the animal was like</p>	<p>Feelings and emotions</p> <p>Communicates feelings and thoughts accurately and appropriately to purpose.</p> <p>Joining word: 'because'</p> <p>Writing at greater length and showing stamina</p>	<p>First person - this tells the reader that you are writing and that you were at this animal visit.</p> <p>Doing words - tell the reader what the 'who' is 'doing'</p> <p>When words - tells the reader when something is happening</p>	<p>Prefix: un-</p>	<p>cage animal handle mammal reptile amphibian fish bird insect spider touch gentle stroke careful hibernation scales fur paws claws</p>	<p>Week 3: l/ le- apple, gentle, sparkle, l/ al- petal, metal, total s/ c/ ice, nice, face, space v/ ve- give, live, solve, leave</p> <p>Week 4: Grow the code: /u/ some mother young, above, won z/ se- cheese, choose, tease s/ se/ ce/- dance, fence, choice, purse ee/ ey- donkey, monkey, valley</p>	
--	---	--	---	--	---	--	---------------------------	--	--	--

						Past tense - doing words - tell the reader when something has happened - that this has happened.				
Narrative (Imitation) 2.5 weeks 20/01 27/01 03/02	F	Picture book 	P: To entertain V: Third person A: 6+	Role-play	Range of joining words 'but' 'so' 'or' 'because' Use other conjunctions other than 'and' independently Adventurous describing words effectively from books that they have read Writing at greater length and showing stamina	What words linked to describing words - help the reader visualise Exclamation marks - To show strong feelings like feeling happy, feeling very angry or feeling very scared. Joining words - and It can join words and can join sentences. Past tense doing words - verbs - tell the reader something has	Suffixes : -ed	Floyd unbelievably ridiculous sort it out once and for all wouldn't you know there they stayed had an idea	Week 5: Grow the code: /oo/ /yoo/ fruit soup, group, youth Grow the code: /ee/ ea e e-e ie ey y ee- sheet, teeth, wheel, least Grow the code: /s/ ss c se ce /z/ zz s se- horse, fence, ice Grow the code: /oa/ ow oe ou o-e o oa- Road, shoulder, groan Week 6: Assessment spring 2 week 1: ur/ or- word [work] world worth oo/ u- play/ful pudding awful octo/pus [push pull put full] [could would should] air/ are- share, care, square grow the code: /or/ author dinosaur floor walk	Geography: simple postcard Purpose: To inform friend of the weather Viewpoint: first person Audience: friend (5/6 year old)

						already happened				
--	--	--	--	--	--	------------------	--	--	--	--

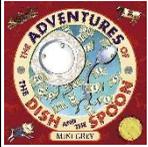
Spring 2

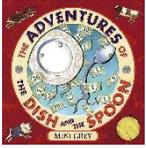
<p>Imaginary recount (diary)</p> <p>3 Weeks</p> <p>10/02 24/03 03/03</p>	<p>F</p>	<p>complexity of plot</p> 	<p>P: To express thoughts and feelings</p> <p>V: First person</p> <p>A: Private/ The Bear</p>	<p>Conscious alley</p> <p>Thought tracking and freeze frames</p>	<p>Adventurous when words e.g. after a short while; later that day</p> <p>Independent use of wider vocabulary and phrases taken from books they have read (appropriate for purpose.)</p> <p>Adventurous describing words effectively from books that they have read</p> <p>Writing at greater length and showing stamina</p>	<p>Question marks - - what is this used for? To ask something. Tells the reader something is being asked</p> <p>Joining word: and</p> <p>Adjectives - Children to understand that these words are used to describe the who/what</p> <p>Past tense doing words - tell the reader when something has already happened -</p>	<p>Suffixes - ed</p>	<p>Bear strange cub stubby clearing dawn crowd melodies audience platinum awards piano lonely adventure music big city</p>	<p>Week 2: ch/ tch- catch, fetch, kitchen ch/ ture- picture, adventure, future ar/ al- half, calm, palm ar/ a- father, branching</p> <p>week 3: or/ a- water, wall, ball schwa in longer words: different, celebrate, difficult o/a- swap, watch, wasp, salt grow the code: /air/ bear there pear, swear, wear</p> <p>week 4: ur/ ear- learn, early, earth r/ wr- wrist, wrong, wrinkle grow the code: /s/ whistle science- listen, science, castle schwa at the end of words: actor, collar sailor actor cater/pillar flavour colour</p>	
--	----------	---	--	--	--	---	----------------------	--	--	--

						that this has happened.				
Letter writing 2 Weeks 10/03 17/03	NF	complexity of plot 	P: To inform and describe what new life is like V: First person A: Friends and family of the bear	Hot seating	Suffixes -est Writing at greater length and showing stamina Showing a deep understanding of the characters feelings	Describing words - Children to understand that these words are used to describe the who/what for the reader Questions marks - Questions tells the reader that something is being asked.	Suffixes -er	city explore concerts theatres passion grace applause wild standing ovation admiration platinum albums headlines hoped fame awards bounded empty made his fur stand on end	Week 5: Grow the code: /c/ /sh/ chef, school, echo Grow the code: /s/ ss c se ce /z/ zz s se ze freeze, squeeze, sneeze a /o/ wasp /ar/ father /or/ water /ai/ baking, small, paper, Longer words- celebrate astronaut playful pudding octopus picture Week 6: Assessment	
Narrative- (retell) 3 weeks 24/03 31/03 07/04	F	Classic 	P: To entertain V: Third person A: 6+	Babble, gabble Role-play	Adventurous when words e.g. after a short while; later that day Adventurous adjectives Independent use of wider	Joining words 'and' - explaining how 'and' can join words and join sentences. Past tense - doing words tell the reader when something has	Suffixes -ed	Dave Dogger Bella Joe summer fair parade first prize raffle satchel silk bow somersault blanket fond toy box	summer 1 week 1: ai/ ay- spray, tray, crayon ai/ a-e: snake, made, game ee/ ea: bead, treat, least ee/ e- he, being, secret week 2: igh/ ie- pie, tie, cried, tried igh/i-e: time, like, ride oa/o - go, post, over, open oa/ o-e: home, phone, stone, rope week 3:	History: description of toys from the past Purpose: To inform Viewpoint: third person Audience: KS1 children

					<p>vocabulary and phrases taken from books they have read (appropriate for purpose.)</p> <p>Commas in a list</p> <p>Writing at greater length and showing stamina</p>	<p>already happened - Begin to focus on irregular e.g. ran, ate</p> <p>Describing words - Children to understand that these words are used to describe the who/what for the reader</p>		<p>bannister stall fancy dress tea time side shows</p>	<p>/oo/ /yoo/ ue blue rescue, clue, argue /oo/ /yoo/ ew chew new, stew, grew /oo/ /yoo/ u-e rude cute, cube, rule /or/ aw claw, saw, paw</p>	
--	--	--	--	--	---	---	--	--	--	--

Summer 1

<p>Character description/ (Wanted poster)</p> <p>1 week</p> <p>28/04</p>	F	<p>Non-linear</p> 	<p>P: To describe characters appearance</p> <p>V: Third person</p> <p>A: Anyone who sees the Dish and the Spoon</p>	<p>Talk partners</p> <p>Oral rehearsal</p> <p>Character building - images of character with vocab - features, characteristics</p>	<p>Use other joining words other than 'and' independently</p> <p>exclamation marks used when appropriate</p> <p>Writing at greater length and showing stamina</p>	<p>Describing words - Children to understand that these words are used to describe the who/what for the reader</p>	<p>Suffixes: -est</p>	<p>Dish Spoon jewellery cell furs money lent shop audience famous rich travelling act sharp and shady broken disguise foolish</p>	<p>Week 4: /e/ ea head, spread, thread /ur/ ir bird, skirt, third /ow/ ou cloud, sound, about, /oi/ oy toy, boy, enjoy</p>	
--	---	--	--	---	---	---	------------------------------	---	---	--

<p>Imaginary recount (diary)</p> <p>3 Weeks</p> <p>05/05 12/05 19/05</p>	<p>F</p>	<p>Non-linear</p> 	<p>P: To express thoughts and feelings</p> <p>V: First person</p> <p>A: Private/himself</p>	<p>Role-play as character</p> <p>Identifying thoughts and feelings</p>	<p>Range of joining words 'but' 'so' 'or' 'because'</p> <p>Independent use of wider vocabulary and phrases taken from books they have read (appropriate for purpose.)</p> <p>Writing at greater length and showing stamina</p>	<p>Describing words - Children to understand that these words are used to describe the who/what for the reader</p> <p>Exclamation marks Explain what exclamation marks do.- what are these used for? To show strong feelings like feeling happy, feeling very angry or feeling very scared.</p> <p>Joining word 'and' It can join words and can join sentences.</p>	<p>Suffix -ed</p> <p>Suffixes -er and -est</p> <p>Prefix un-</p>	<p>Dish Spoon Jewellery Cell Furs Money lent shop Audience Famous Rich Travelling act Sharp and shady Broken Disguise foolish</p>	<p>Week 5: /igh/ i tiger, find, wild /ai/ a paper, acorn, basic, baking /oa/ ow snow, flow, window /yoo/ u unicorn, unit, music, human</p> <p>Week 6: /f / ph phone, triumph, elephant /w/ wh wheel, whisper, white /ee/ ie shield, bodies, field /j / g giant, gem, danger.</p> <p>Week 7: Assessment/revision week</p> <p>Summer 2 Week 1: Grow the code: /ai/ eight straight grey break /n/ kn knee gn gnaw, sign, knock /m/ mb thumb, lamb, crumb Grow the code: /ear/ here deer, sneer, dear</p>	<p>Science: planting seeds</p> <p>Purpose: To instruct how to plant seeds</p> <p>Viewpoint:</p> <p>Audience: anyone interested in plants</p>
--	----------	--	--	--	--	--	--	---	--	--

Summer 2

Non-chronological report

NF

Teacher models of handwritten non-chronological reports on Kenyan animals

P: to give information about African elephants
V: third person
A: anyone interested in elephants

Jigsaw

Commas in a list where appropriate

Use other joining words other than 'and' independently

Writing at greater length and showing stamina

Joining word 'and'
What is the purpose of 'and'? It can join words and can join sentences.

title
sub heading
section
introduction
heading
caption
photograph
facts

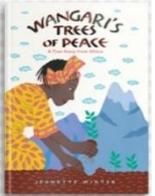
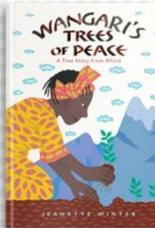
elephant
mammal
animal
tusks
trunk
Kenya
Africa
desert
savanna

wrinkled
herbivore
communicating
equator
herd
species
ivory
memory

Extra revision week

Phonics Screening Check w.c. 10.06.24

Week 2:
/zh/ su treasure si vision
/j / dge bridge, edge, fridge
/i / y crystal, myth, gym
/j / ge large, village, manage

<p>Character description</p>	<p>F</p>	<p>Culturally Diverse literature</p> 	<p>P: To describe Wangari</p> <p>V: Third person</p> <p>A: 6+</p>	<p>Hot seating</p>	<p>Adventurous describing words</p> <p>Independent use of wider vocabulary and phrases taken from books they have read (appropriate for purpose.)</p> <p>Commas in a list</p> <p>Writing at greater length and showing stamina</p>	<p>Conjunction 'and' Teach - 'and' What is the purpose of 'and'? It can join words and can join sentences.</p> <p>Describing words - Children to understand that these words are used to describe the who/what</p>	<p>Suffix -ed</p>	<p>Brave Strong Integrity Courage Hard working Resilient Determined Strong willed Resourceful Kind Thoughtful Selfless</p>	<p>Week 3: /sh/ ti potion, fiction, emotion, action /sh/ ssi mission si mansion, /sh/ ci delicious, precious, Grow the code: /sh/ s ch ti ssi si ci</p>	
<p>Narrative (re-tell)</p> <p>2.5 weeks</p> <p>07/07</p>	<p>F</p>	<p>Culturally Diverse literature</p> 	<p>P: To entertain</p> <p>V: Third person</p> <p>A: 6+</p>	<p>Role-play</p> <p>Babble, gabble</p>	<p>Adventurous describing words</p> <p>Independent use of wider vocabulary and phrases taken from books they have read (appropriate for purpose.)</p>	<p>Past tense - doing words tell the reader when something has already happened - that this has happened.</p> <p>Describing words - Children to understand that these words are</p>	<p>Suffix -ed</p> <p>-er and -est</p>	<p>the earth is naked mission Wangari Maathai mission trees scholarship government prison arrested kenya africa greenbelt nobel peace prize harvest maize</p>	<p>Week 4: Grow the code: /or/ daughter pour oar more Review words endings: ce se ze le al</p> <p>Week 5: Review words</p> <p>Week 6: Assessment</p>	<p>History: non-chronological report about Matthew Henson</p> <p>Purpose: To inform on chosen explorer</p> <p>Viewpoint: third person</p> <p>Audience: Someone who might want to find</p>

					<p>Range of joining words 'but' 'so' 'or' 'because' Use other conjunctions other than 'and' independently</p> <p>Question marks where appropriate</p> <p>Writing at greater length and showing stamina</p>	<p>used to describe the who/what for the reader</p> <p>Exclamation marks - Explain what exclamation marks do.- what are these used for? To show strong feelings like feeling happy, feeling very angry or feeling very scared.</p> <p>Conjunction 'and' Teach - 'and' What is the purpose of 'and'? It can join words and can join sentences.</p>		<p>rich soil sugarcane sweet potatoes scholarship hauling barren land seedlings nursery convinces seeds of hope government earnings right is right, even when you are alone.</p>		<p>out more about him</p>
--	--	--	--	--	--	---	--	--	--	---------------------------