



South Gosforth First School - English
Year 1 – Writing Long Term Plan



Term Autumn 1	Autumn 1 (First Unit)	Autumn 1 (Second Unit)
<u>Writing Outcome</u>	The Writing Framework - Sentence Level Work Transcription, Dictation & Handwriting	Narrative (Conquering the Monster Tale – T4W)
<u>Suggested Texts</u>	Shh! Lift the Flap Book (Sally Grindley)	Jack and the Beanstalk
<u>Reading Comprehension Learning Outcomes</u>	• Listen to and discuss a wide range of fiction and non-fiction at a level beyond that at which they can read independently. • Participate in discussion about what is read to them, taking turns to and listening to what others say.	• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
<u>Writing Learning Outcomes</u>	• Sit correctly at a table, holding a pencil correctly. • Understand how words can combine to make sentences. • Leave spaces between words. • Begin to form lower case letters in the correct direction, starting and finishing in the right place. • Make phonetically plausible attempts when writing. • Begin to spell some common exception words. • Say out loud what they are going to write about. • Begin to punctuate sentences using a capital letter and a full stop.	• Orally sequence sentences to tell our own traditional tale. • Use vocabulary from stories to increase vocabulary in their own writing. • Become familiar with and retell traditional stories. • Say out loud what they are going to write about. • Leave finger spaces between words.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Use character posters, role on the wall, mind maps etc. to encourage children to explore both appearance and personality when planning and developing a character. What does he look like? What physical features stand out? What kind of a person is he? etc. • Use drama and hot seating to explore a character's back story: Where do they live? Do they have any brothers and sisters? What is their favourite hobby? Etc • Expand and group collections of adverbs for description e.g. sound, feelings, appearance. • Use pronouns effectively when describing a character.



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<u>Term</u> <u>Autumn 2</u>	Autumn 2 (First Unit)	Autumn 2 (Second Unit)
<u>Writing Outcome</u>	The Writing Framework - Sentence Level Work Transcription, Dictation & Handwriting	Instructions (How to make a decoration – T4W)
<u>Suggested Texts</u>	Robot and the Blue Bird (David Lucas)	Model text of instructions
<u>Reading Comprehension Learning Outcomes</u>	• Predict what might happen on the basis of what has been read so far. • Discuss the significance of the title and events. • Participate in discussion about what is read to them, taking turns and listening to what others say.	• Be encouraged to link what they read, or hear read to their own experiences. • Check that the text makes sense to them as they read and correct inaccurate reading.
<u>Writing Learning Outcomes</u>	• Write from memory simple sentences dictated by the teacher that include the GPCs and common exception words taught so far. • Begin to punctuate sentences using a capital letter and a full stop. • Continue to develop formation of lower-case letters in the correct direction, starting and finishing in the right place. • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Use 'and' to join words and clauses. • Orally compose sentences before writing them.	• Understand how language can be used in non-fiction to write a set of instructions for how to make a jam sandwich. • Use punctuation for sentences using capital letters and full stops. • Change meaning of adjectives and verbs using the prefix 'un'. • Use 'and' to join words and clauses. • Add suffixes –s and –es to create plural nouns.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Extend the range of connectives used to include: number first second, firstly, secondly etc. co-ordinating conjunctions and, but, so time connectives before, after, when, finally; linking words who, which, that, etc. • Keep sentences short by choosing precise nouns and verbs (words and phrases). • Use adverbs and adjectives sparingly and only to add precision.



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<u>Term</u> <u>Spring 1</u>	Spring 1 (First Unit)	Spring 1 (Second Unit)
<u>Writing Outcome</u>	The Writing Framework - Sentence Level Work Transcription, Dictation & Handwriting	Narrative (Rags to Riches – T4W)
<u>Suggested Texts</u>	Sentences linked to Science or Geography work.	Cinderella: An Art-Deco Love Story (Lynn Roberts & David Roberts)
<u>Reading Comprehension Learning Outcomes</u>	• Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently. • Participate in discussion about what is read to them, taking turns to and listening to what others say.	• Listen to and discuss a wide range of poems at a level beyond that at which they can read independently. • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done.
<u>Writing Learning Outcomes</u>	• Compose a sentence orally before writing it. • Write from memory simple sentences dictated by the teacher that include the GPCs taught and common exception words taught so far. • Join words and clauses using 'and'. • Confidently punctuate sentences using a capital letter and a full stop. • Begin to punctuate sentences using a question mark or exclamation mark. • Begin to form capital letters accurately. • Understand which letters belong to which handwriting 'families' and practise these.	• Use vocabulary from stories to increase vocabulary in their own writing. • Use punctuation for sentences using capital letters and full stops. • Spell words containing 40+ phonemes and common exception words. • Sequence sentences to form short narratives. • Re-read what they have written to check it makes sense.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Choose your main character; who are they? What is he/she doing? What is going to go wrong? How will it be sorted out? • Make sure the story has a beginning, middle and end. • Use a plan to help write the story: storyboard; story map; story mountain.



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<u>Term</u> <u>Spring 2</u>	Spring 2 (One unit this half term)	
<u>Writing Outcome</u>	Information Text (The Tyne Bridge)	
<u>Suggested Texts</u>	Model text of an Information Text	
<u>Reading Comprehension Learning Outcomes</u>	• Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently. • Draw on what they what they already know or on background information and vocabulary provided by the teacher to help them to understand a book.	
<u>Writing Learning Outcomes</u>	• Understand how language can be used in non-fiction. • Use punctuation for sentences using capital letters and full stops. • Use capital letters for names of people, places and days of the week. • Use –ing, -er, -ed, -est where root word remains unchanged.	
<u>Talk for Writing Tool Kit Progression of Skills</u>	• Create clear topic sentences to introduce readers to the subject. These normally take the form of a definition. • Create new texts by simple substitution and addition. Collect and use known facts or invent facts e.g. rabbits, racing cars, giants etc. • Organise facts into a sequence for writing.	



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<u>Term</u> <u>Summer 1</u>	Summer 1 (First Unit)	Summer 1 (Second Unit)
<u>Writing Outcome</u>	The Writing Framework - Sentence Level Work Transcription, Dictation & Handwriting	Narrative (Finding Tale – T4W)
<u>Suggested Texts</u>	Sentences linked to History work on Queen Elizabeth II	How to Catch a Star (Oliver Jeffers)
<u>Reading Comprehension Learning Outcomes</u>	• Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently. • Draw on what they what they already know or on background information and vocabulary provided by the teacher to help them to understand a book.	• Predict what might happen on the basis of what has been read so far. • Discuss the significance of the title and events.
<u>Writing Learning Outcomes</u>	• Compose a sentence orally before writing it. • Write from memory simple sentences dictated by the teacher that include the GPCs taught and common exception words taught so far. • Join words and clauses using ‘and’. • Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Begin to punctuate sentences using a question mark or exclamation mark. • Form capital letters accurately. • Understand which letters belong to which handwriting ‘families’ and practise these.	• Use vocabulary from stories to increase vocabulary in their own writing. • Use punctuation for sentences using capital letters, full stops, exclamation marks and question marks. • Spell words containing 40+ phonemes and common exception words. • Sequence sentences to form short narratives. • Use adjectives to describe settings. • Introduce the use of adverbial openers e.g. One day, First, When. • Re-read what they have written to check it makes sense.
<u>Talk for Writing Tool Kit Progression of Skills</u>		• Practise and apply the use of ‘show not tell’ to reveal how your character is feeling using drama and shared writing. • Join sentences together for effect in description. Use ‘sentences of 3’ for description. • Use action to develop characterisation.



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<u>Term</u> <u>Summer 2</u>	Summer 2 (First Unit)	Summer 2 (Second Unit)
<u>Writing Outcome</u>	Poetry (Humorous Poems)	Non-Chronological Report (T4W)
<u>Suggested Texts</u>	Dad and the Cat and the Tree by Kit Wright	Ice Dragon Information Text
<u>Reading Comprehension Learning Outcomes</u>	• Listen to and discuss a wide range of poems at a level beyond that at which they can read independently. • Discuss the significance of the title and events.	• Discuss word meanings, linking new meaning to those already known. • Draw on what they already know or on background information and vocabulary provided by the teacher to help them to understand a book.
<u>Writing Learning Outcomes</u>	• Recognise and join in with predictable phrases. • Discuss what they have written with the teacher and pupils. • Use 'and' to join words. • Make adventurous word choices. • Begin to experiment with alliteration to make humorous combinations.	• Understand how language can be used in non-fiction. • Use punctuation for sentences using capital letters, full stops and exclamation marks for amazing facts. • Use 'and' to join words and clauses. • Use simple and compound sentences to give information clearly and objectively with well-chosen adjectives to denote size, colour, behaviour etc. • Use -ing, -er, -est where root word remains unchanged. • Spell words containing 40+ phonemes and common exception words.
<u>Talk for Writing Tool Kit Progression of Skills</u>	• Invent impossible ideas, e.g. magical wishes; experiment with alliteration to create humorous and surprising combinations. • Observe details of first-hand experiences using the senses and making adventurous word choices, experimenting with similes.	• Create clear topic sentences to introduce readers to the subject. These normally take the form of a definition. • Use connectives to link and add information: and, also, as well as etc. • Use complete simple and compound sentences to give information clearly and objectively, with well-chosen adjectives to denote size, colour, behaviour etc. • Use prepositions where appropriate to show position and direction: behind, above, towards etc.



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