

Year 1 Writing Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
Drawing Club (Weeks 1 – 3) Texts: - Oliver’s Vegetables - I Spy on the Farm... - Little Red Hen Outcome: - Shopping Lists - Simple ‘I spy...’ sentences - Character description	Text: little red (red riding hood) Outcome: Purpose: Audience: Form:	Text: Do Penguins like the cold? Outcome: Non-chronological report Purpose: To inform Audience: Animal enthusiasts Form: Non-chronological report	Text: Selection of non-fiction texts on Owls Outcome: Non-chronological report about Owls Purpose: To inform Audience: Bird/Owl enthusiasts Form: Non-chronological report	Text: Jack and the Beanstalk Outcome: Retell the story of Jack and the Bean stalk Purpose: To entertain Audience: Year R children Form: a story	Text: Lighthouse Keeper’s Lunch Outcome: Write own version of the story Purpose: To entertain Audience: Peers Form: story/instructions
- Say out loud what they are going to write. - Use simple word choices to help convey information and ideas e.g. story or topic related vocabulary. - Compose a sentence orally before writing it. - Leave spaces between words.	- Use simple word choices that help convey information and ideas. - Compose a sentence orally before writing it. - Write a simple sentence starting with a personal pronoun. - Write a simple sentence starting with a noun/proper noun. - Use capital letters for names. - Begin to punctuate sentences using a capital letter.	- Use simple word choices that help convey information and ideas. - Select basic ideas and content linked to the purpose of the task. - Compose a sentence orally before writing it. - Write a simple sentence with a straight forward subject/verb agreement. - Begin to punctuate sentences using a capital letter and full stop. - Begin to punctuate sentences using a question mark. - Sequence 3-4 related sentences coherently.	Children to become more independent in the following objectives: - Compose a sentence orally before writing it. - Write a simple sentence with a straight forward subject/verb agreement. - Begin to punctuate sentences using a capital letter and full stop. - Begin to punctuate sentences using a question mark. - Join clauses using ‘and’. - Re-read what they written to check it makes sense. - Sequence 3-4 related sentences coherently.	- Begin to punctuate sentences using a capital letter and full stop. - Begin to punctuate sentences using an exclamation mark. - Join clauses using ‘and’. - Use simple noun phrases (adjective + noun) - Re-read what they written to check it makes sense. - Begins to organise ideas/events using simple time related words, number, ordering of pictures/captions. - Use simple prepositions	Children to become more independent in the following objectives: - Begin to punctuate sentences using a capital letter and full stop. - Begin to punctuate sentences using an exclamation mark. - Join clauses using ‘and’. - Use simple noun phrases (adjective + noun) - Re-read what they written to check it makes sense. - Begins to organise ideas/events using simple time related words, number, ordering of pictures/captions. - Use simple prepositions

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
Text: The Three Little Pigs (2 weeks) Outcome: Retell of the story of the Three Little Pigs Purpose: To entertain Audience: Year R children Form: Retell	Text: Flashlight Outcome: Narrative which imitates the style of Flashlight Purpose: To entertain Audience: Peers Form: First person narrative	Text: Elves and the Shoemaker Outcome: A thank you letter from the Elves Purpose: To express gratitude Audience: Shoemaker and his wife Form: a letter	Tale of the whale	Text: The boy who sailed the world (HIAS) Outcome: Retell of part of the story Purpose: Audience: Form:	
- Use simple word choices that help convey information and ideas. - Has an awareness that ideas can be sequenced. - Compose a sentence orally before writing it. - Write a simple sentence starting with a personal pronoun. - Use capital letters for names. - Begin to punctuate sentences using a capital letter.	- Use simple word choices that help convey information and ideas. - Has an awareness that ideas can be sequenced. - Compose a sentence orally before writing it. - Write a simple sentence starting with a personal pronoun. - Write a simple sentence starting with a noun/proper noun. - Use capital letters for names. - Begin to punctuate sentences using a capital letter.	- Compose a sentence orally before writing it. - Write a simple sentence with a straight forward subject/verb agreement. - Begin to punctuate sentences using a capital letter and full stop. - Begin to punctuate sentences using a question mark. - Join clauses using 'and'. - Re-read what they written to check it makes sense. - Sequence 3-4 related sentences coherently.	Children to become more independent in the following objectives: - Compose a sentence orally before writing it. - Write a simple sentence with a straight forward subject/verb agreement. - Begin to punctuate sentences using a capital letter and full stop. - Begin to punctuate sentences using a question mark. - Join clauses using 'and'. - Re-read what they written to check it makes sense. - Sequence 3-4 related sentences coherently.	- Begin to punctuate sentences using a capital letter and full stop. - Begin to punctuate sentences using an exclamation mark. - Join clauses using 'and'. - Use simple noun phrases (adjective + noun) - Re-read what they written to check it makes sense. - Begins to organise ideas/events using simple time related words, number, ordering of pictures/captions. - Use simple prepositions	Children to become more independent in the following objectives: - Begin to punctuate sentences using a capital letter and full stop. - Begin to punctuate sentences using an exclamation mark. - Join clauses using 'and'. - Use simple noun phrases (adjective + noun) - Re-read what they written to check it makes sense. - Begins to organise ideas/events using simple time related words, number, ordering of pictures/captions. - Use simple prepositions

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3
Text: A Year on a Farm (2 weeks) Outcome: Purpose: To inform Audience: Children interested in farming Form: Fact File	Text: Gingerbread man Outcome: Instructions to make Gingerbread Purpose: To inform Audience: Bakers Form: Recipe			Text: The boy who sailed the world (HIAS) Outcome: Retell of part of the story Purpose: Audience: Form:	Text: Outcome: Purpose: Audience: Form:
• Use simple word choices that help convey information and ideas. • Has an awareness that ideas can be sequenced. • Compose a sentence orally before writing it. • Write a simple sentence starting with a personal pronoun. • Use capital letters for names. • Begin to punctuate sentences using a capital letter.	• Use simple word choices that help convey information and ideas. • Has an awareness that ideas can be sequenced. • Compose a sentence orally before writing it. • Write a simple sentence starting with a personal pronoun. • Write a simple sentence starting with a noun/proper noun. • Use capital letters for names. • Begin to punctuate sentences using a capital letter.			• Begin to punctuate sentences using a capital letter and full stop. • Begin to punctuate sentences using an exclamation mark. • Join clauses using 'and'. • Use simple noun phrases (adjective + noun) • Re-read what they written to check it makes sense. • Begins to organise ideas/events using simple time related words, number, ordering of pictures/captions. • Use simple prepositions	Children to become more independent in the following objectives: • Begin to punctuate sentences using a capital letter and full stop. • Begin to punctuate sentences using an exclamation mark. • Join clauses using 'and'. • Use simple noun phrases (adjective + noun) • Re-read what they written to check it makes sense. • Begins to organise ideas/events using simple time related words, number, ordering of pictures/captions. • Use simple prepositions