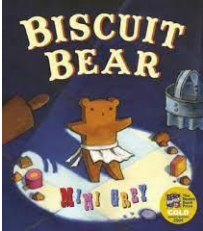
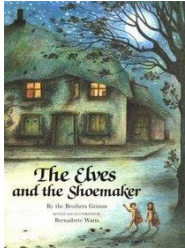

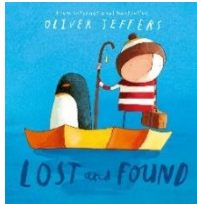
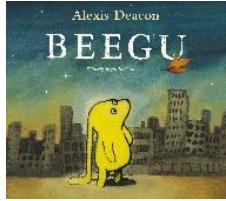

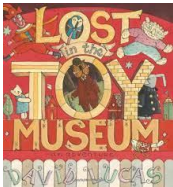
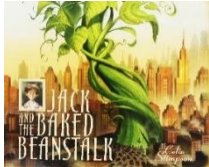

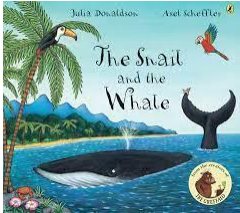
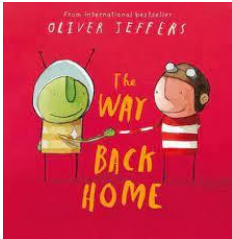
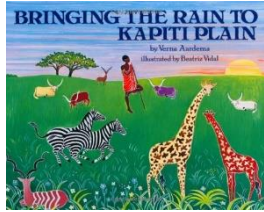


Key Stage 1 Writing Long Term Plan Cycle A

Autumn 1 Toys Over Time	Autumn 2 In a Land Far, Far away...	Spring 1 All Creatures Great and Small	Spring 2 Continents and Oceans	Summer 1 One Small Step for Man...	Summer 2 Uganda
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: The Biscuit Bear – Mimi Grey</p>  <p>Outcome: Instructions to making bear biscuits. Poster for biscuit bear circus.. Persuasive letter/leaflet. HOOK: <i>tasting biscuits</i></p>	<p>Text: The Elves and the Shoemaker – Bernadette Watts</p>  <p>Outcome: Narrative – innovate story. Letter – thank you from the Elves. Character Pocket for the elves. HOOK: <i>making masks/secret box</i></p>	<p>Text: Selected non-fiction texts on Owls.</p>  <p>Outcome: non-chronological report/leaflet Poetry: riddles HOOK: <i>Dissecting Owl pellets</i> Visit from the Birdman</p>	<p>Text: Lost and Found – Oliver Jeffers</p>  <p>Outcome: Narrative –how did the penguin end up at the boy's door? Diary – viewpoint of a different character. HOOK: <i>Orienteering Challenge</i></p>	<p>Text: Beegu – Alexis Deacon</p>  <p>Outcome: Narrative - innovate story. Newspaper report about crash landing. HOOK: <i>Crash Landing in School</i></p>	<p>Text: Tinga Tinga Tales – a selection of stories from Africa</p>  <p>Outcome: Poetry – similes. Narrative – innovate story. HOOK: <i>African inspired art</i></p>
<p>Y1:</p> <ul style="list-style-type: none"> use sounds to write words (<i>continuous</i>) orally use adjectives to describe nouns orally rehearse sentence before writing write a simple sentence; beginning to use a capital letter and full stop <p>Y2:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes use noun and expanded noun phrases consolidate writing simple sentences using capital letters and full stops encapsulate what they want to say sentence by sentence 	<p>Y1:</p> <ul style="list-style-type: none"> use noun phrases using the suffix 'ed' to identify the past tense link sentences using 'and' use adjectives to describe (<i>continuous</i>) use capital letters and full stops simple sentences to create a narrative <p>Y2:</p> <ul style="list-style-type: none"> use expanded noun phrases and identify word classes be consistent in using the past tense in narrative consolidate coordinating conjunctions from Y1 (and/but/or) and progress to subordinating conjunctions: when, if, that, because use commas in a list enriched vocabulary –verbs for power and adjectives for interest (<i>continuous</i>) create a narrative 	<p>Y1:</p> <ul style="list-style-type: none"> coordinating conjunctions – and/but use time connectives to sequence use 's' and 'es' to form regular plurals correctly write sentences in order to create short non-fiction texts <p>Y2:</p> <ul style="list-style-type: none"> using sentences of different forms: statement, questions, exclamation, command use some subordinating conjunctions be consistent in use of present tense possessive apostrophes (singular) appropriate word choices (<i>continuous</i>) 	<p>Y1:</p> <ul style="list-style-type: none"> suffixes – er and est where no change is needed use the personal pronoun 'I' use adjectives to describe use exclamation marks sequencing sentences to form short narratives <p>Y2:</p> <ul style="list-style-type: none"> suffixes to spell longer words: ment, less, ness, ly, ful using sentences of different forms to engage writing narratives about personal experiences of others (fictional) subordinating conjunctions: when, if, that, because explore sentence openings 	<p>Y1:</p> <ul style="list-style-type: none"> writing nouns and proper nouns use suffix 'ing' in root words coordinating conjunctions – and/but ('so' and 'or') re-read what is written to check it makes sense use prefix 'un' <p>Y2:</p> <ul style="list-style-type: none"> suffixes to spell longer words: ment, less, ness, ly, ful subordinating conjunctions: when, if, that, because make simple additions, revisions and corrections to writing using present tense correctly explore sentence openings 	<p>Y1:</p> <ul style="list-style-type: none"> create short narratives use adjectives to describe use exclamation marks appropriate word choices (<i>continuous</i>) <p>Y2:</p> <ul style="list-style-type: none"> link parts of sentences using 'when', 'that', 'if' and 'because' consistent in use of tense enriched vocabulary – verbs for power and adjectives for interest (<i>continuous</i>) use suffices 'ment' and 'ness' vary sentence beginnings

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: Lost in the Toy Museum – David Lucas</p>  <p>Outcome: Narrative – what happens in the museum after dark? Instructions. Fact-files about toys.</p>	<p>Text: Jack and the Baked Beanstalk – Colin Simpson</p>  <p>Outcome: Compare with original story. Alternative ending.</p>	<p>Text: Nibbles; The Dinosaur Guide Emma Yarrett / Mary Anning Tyrannosaurus Drip – Julia Donaldson</p>  <p>Outcome: Narrative – an alternative ending. Factfile/biography.</p>	<p>Text: The Snail and the Whale – Julia Donaldson</p>  <p>Outcome: News report- write about how the whale was beached and its rescue. Letter from the snail about his journey with the whale</p>	<p>Text: The Way Back Home – Oliver Jeffers</p>  <p>Outcome: Instructions – how to build a rocket. Narrative – write a new adventure.</p>	<p>Text: Bringing the Rain to Kapiti Plain – Verna Aardema</p>  <p>Outcome: Poetry. Leaflet – information for tourists.</p>
<p>Y1:</p> <ul style="list-style-type: none"> use sounds to write words (<i>continuous</i>) orally use adjectives to describe nouns orally rehearse sentence before writing write a simple sentence; beginning to use a capital letter and full stop <p>Y2:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes use expanded noun phrases consolidate writing simple sentences using capital letters and full stops encapsulate what they want to say sentence by sentence 	<p>Y1:</p> <ul style="list-style-type: none"> use noun phrases using the suffix 'ed' to identify the past tense link sentences using 'and' use adjectives to describe (<i>continuous</i>) use capital letters and full stops <p>Y2:</p> <ul style="list-style-type: none"> introduce different sentence forms be consistent in using the past tense in narrative consolidate coordinating conjunctions from Y1 and progress to subordinating conjunctions: when, if, that, because use commas in a list enriched vocabulary –verbs for power and adjectives for interest (<i>continuous</i>) 	<p>Y1:</p> <ul style="list-style-type: none"> capital letters for proper nouns suffixes 'ing' and 'ed' spell multi-syllabic words sequence sentences to create short narratives appropriate vocabulary choices <p>Y2:</p> <ul style="list-style-type: none"> using sentences of different forms vocabulary to engage and for effect and appropriate topic choices accurate use of capital letters and full stops write about real life events 	<p>Y1:</p> <ul style="list-style-type: none"> reinforce use personal pronoun 'I' adding 's' and 'es' as a plural marker for nouns sequencing sentences to form a short narrative use suffix 'ing' to root words <p>Y2:</p> <ul style="list-style-type: none"> suffixes: ment, less, ness, ly, ful using sentences of different forms reinforce use of the present tense coordinating and subordinating to link ideas and add detail 	<p>Y1:</p> <ul style="list-style-type: none"> introduce the spelling of some simple compound words use conjunctions and/but so' and 'or' simple and compound sentences to create narratives time connectives to order vocabulary to engage and for effect (<i>continuous</i>) <p>Y2:</p> <ul style="list-style-type: none"> write consistently in the past tense subordinating conjunctions: when, if, that, because make simple additions, revisions and corrections to writing vocabulary to engage and for effect 	<p>Y1:</p> <ul style="list-style-type: none"> simple and compound sentences to create simple narratives use capital letters and full stops consistently appropriate word choices (<i>continuous</i>) read writing and make simple additions and improvements <p>Y2:</p> <ul style="list-style-type: none"> link parts of sentences using 'when', 'that', 'if' and 'because' consistent in use of tense enriched vocabulary – verbs for power and adjectives for interest (<i>continuous</i>) read writing and make additions and improvements

Key Stage 1 Writing Long Term Plan Cycle B

Autumn 1 History of Woolton Hill	Autumn 2 The Great Outdoors	Spring 1 Significant Women	Spring 2 Splash! Splish!	Summer 1 Fire! Fire!	Summer 2 'Oh I do like to be beside the seaside...'
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: The Little Green Hen – Alison Murray</p>  <p>Outcome: Instructions. Narrative - Innovation story. Similarities and differences with 'Little Red Hen'. HOOK: cooking - make bread</p>	<p>Text: Flashlight – Lizzy Boyd</p>  <p>Outcome: Narrative- writing to accompany the pictures as the boy explores the countryside by torchlight. HOOK: make a hedgehog hibernation home Visit to Hilliers Aboretum (start of new term)</p>	<p>Text: The Queen's Knickers – Nicholas Allan</p>  <p>Outcome: Setting description. Diary entry. HOOK: Team Challenge – make a model of Buckingham Palace</p>	<p>Text: Grandma Bird & The Storm Whale – Benji Davies</p>  <p>Outcome: Narrative - Letter – from Noi to his father. Leaflet – How to care for an injured bird. HOOK: message in a bottle</p>	<p>Text: Toby and the Great Fire/ Vlad and the Fire of London –Kate Cunningham</p>  <p>Outcome: Poetry. Diary entry. Non-chronological report/factfile. Poem: The Great Fire of London – Paul Perro HOOK: visit from Fire Service</p>	<p>Text: Somebody Swallowed Stanley Range of Seaside poetry books</p>  <p>Outcome: Poetry. Design a sea creature. Outcome: Poetry. Design a sea creature. HOOK: local author visit</p>
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: Little Red – Bethan Woolvin</p>  <p>Outcome: Narrative – innovated story. Instructions.</p>	<p>Text: selection of non-fiction texts on Hedgehogs</p>  <p>Outcome: Fact files/leaflets Instructions.</p>	<p>Text: The Queen's Hat – Steve Antony</p>  <p>Outcome: Persuasive writing – Why visit London? Fact file about a member of the Royal family.</p>	<p>Text: Selection of non-fiction books</p>  <p>Outcome: Glossaries. Explanation texts: life cycle, How do Bees make Honey? Leaflet: How can we make our School 'Bee friendly'? Recount.</p>	<p>Text: The Owl and the Pussycat – Edward Lear</p>  <p>Outcome: Perfo Narrative – write a sequel adventure. Invitation.</p>	<p>Text: Float – Daniel Miyarez</p>  <p>Leaflets/Pamphlets</p>  <p>Outcome: Weather reports. Leaflet. Trip to Southsea.</p>

			Visit from Newbury Beekeeper Society.		
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