

Year 1 Writing Long Term Plan

Autumn Term – Handa’s Surprise by Eileen Browne

3 weeks		4 weeks		4 weeks Wider Curriculum Writing		3 weeks Christmas Writing	
Book: Handa’s Surprise by Eileen Browne		Book: Handa’s Surprise by Eileen Browne		Book: Handa’s Surprise by Eileen Browne		Book: Handa’s Surprise by Eileen Browne	
Genre Character description (narrative)		Genre Narrative - Retelling a familiar story		Genre Instructions		Genre Letter	
Model of Excellence Short description of a goat		Model of Excellence Short version of the story (2-3 sentences)		Model of Excellence Recipe/instructions for toffee apples		Model of Excellence Letter to Santa (2-3 sentences)	
Warm	Sentences to describe the goat from Handa’s Surprise	Warm	Write the story of ‘Handa’s Surprise’	Warm	Instructions for making a sandwich.	Warm	Letter to Santa, thanking him for last year’s gifts (para 1, 2-3 sentences)
Hot	Sentences to describe another animal from the text (picture provided)	Hot	Write a different version of the story – change characters and food (market, shop)	Hot	Instructions for a seasonal fruit salad/ fruit kebab	Hot	Letter to Santa, asking for gifts (para 2, 2-3 sentences)
National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations	
<ul style="list-style-type: none"> Year 1 Common Exception Words – choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 1 Common Exception Words – choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 1 Common Exception Words – choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 1 Common Exception Words – choose appropriate words to use in their writing 	
Prior Learning (ELG) <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others New Learning <ul style="list-style-type: none"> Statement sentence – finding the noun and the verb (beginning of understand what a subject and verb is – the ‘complete thought ‘of a sentence) Noun phrase sentence 		Prior Learning <ul style="list-style-type: none"> Statement sentence – finding the noun and the verb (beginning of understand what a subject and verb is – the ‘make up ‘of a sentence) Understanding what a noun phrase is Noun phrase sentence New Learning <ul style="list-style-type: none"> Co-ordinating conjunction sentence (and) Exclamation sentence 		Prior Learning <ul style="list-style-type: none"> Statement sentence – finding the noun and the verb (beginning of understand what a subject and verb is – the ‘make up ‘of a sentence) Understanding what a noun phrase is Noun phrase sentence Co-ordinating conjunction sentence (and) Exclamation sentence New Learning <ul style="list-style-type: none"> Command sentence 		Prior Learning <ul style="list-style-type: none"> Statement sentence – finding the noun and the verb (beginning of understand what a subject and verb is – the ‘make up ‘of a sentence) Understanding what a noun phrase is Noun phrase sentence Co-ordinating conjunction sentence (and) Exclamation sentence Command sentence New Learning <ul style="list-style-type: none"> Question sentence 	
<ul style="list-style-type: none"> Capital letters Finger spaces Full stops 		<ul style="list-style-type: none"> Capital letters for names 		<ul style="list-style-type: none"> Capital letters for names Exclamation marks 		<ul style="list-style-type: none"> Capital letters for names Exclamation marks Question marks 	
<ul style="list-style-type: none"> Sequencing events 		<ul style="list-style-type: none"> Sequencing events Sequencing sentences to form short narratives. 		<ul style="list-style-type: none"> Sequencing events 		<ul style="list-style-type: none"> Sequencing events Sequencing sentences to form short narratives. 	
<ul style="list-style-type: none"> Understanding that words can be joined together to make sentences Saying aloud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to make sure that it makes sense 		<ul style="list-style-type: none"> Sequencing sentences to form short narratives Discussing what they have written with the teacher or other pupils 		<ul style="list-style-type: none"> Re-reading what they have written to check that it makes sense 		<ul style="list-style-type: none"> Re-reading what they have written to check that it makes sense Changing something if they think it does not make sense 	
<ul style="list-style-type: none"> Leave spaces between words word classes – noun, verbs, adjective 		<ul style="list-style-type: none"> Joining words and joining clauses using and Use capital letters for the names of people, places, the days of the week and the pronoun, 'I' 		<ul style="list-style-type: none"> Word class – nouns, verbs, imperative verbs, adjectives Joining words and joining clauses using and 		<ul style="list-style-type: none"> Word class – nouns, verbs, imperative verbs, adjectives Joining words and joining clauses using and 	

<ul style="list-style-type: none"> Use capital letters for the names of people, places, the days of the week and the pronoun, 'I' 		<ul style="list-style-type: none"> Spelling: suffix –ing that is added to words where the root word does not change e.g helping Regular plural noun suffixes –s or –es 	<ul style="list-style-type: none"> Spelling: suffix –ing that is added to words where the root word does not change e.g helping Regular plural noun suffixes –s or –es
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Year 1 Spelling, Punctuation and Grammar Long Term Plan

Autumn Term

Year 1 Writing Long Term Plan

Spring Term – One Snowy Night by Nick Butterworth

Year 1 Monday & Tuesday: SPAG concept. Wednesday												
Red = Year 1 curriculum												
<u>Sentences for Year 1:</u> Statement sentence: capital letter with a full stop. Noun phrase sentence Question sentence Exclamation sentence Co-ordinating conjunction sentence - and Command sentence												
3 weeks			4 weeks				4 weeks				3 weeks	
<u>Writing genre link</u> Character description - narrative			<u>Writing genre link</u> Narrative				<u>Writing genre link</u> Instructions				<u>Writing genre link</u> Letter	
<u>SPAG Concept:</u> The alphabet Noun <u>Sentence Work:</u> Statement sentence with capital letters, finger spaces and a full stop (3 WORDS e.g. I can run. We can play.) Identify nouns	<u>SPAG Concept:</u> The alphabet Noun <u>Sentence Work:</u> Statement sentence with capital letters, finger spaces and a full stop (3 WORDS e.g. I can run. We can play.) Identify nouns Noun phrase sentence	<u>SPAG Concept:</u> Alphabetical order Verb <u>Sentence Work:</u> Statement sentence with capital letters, finger spaces and a full stop (4 WORDS e.g. The boy is big.) Identify verbs Noun phrase sentence	<u>SPAG Concept:</u> Alphabetical order Verb <u>Sentence Work:</u> Statement sentence with capital letters, finger spaces and a full stop (4 WORDS e.g. The cat is fat). Identify verbs	<u>SPAG Concept:</u> Capital letter for proper nouns: names of people and places. <u>Sentence Work:</u> Statement sentence with capital letters, finger spaces and a full stop (4 WORDS e.g. The cat is fat). Identify verbs	<u>SPAG Concept:</u> Capital letter for proper nouns: names of people and places. <u>Sentence Work:</u> Co-ordinating conjunction: and Identify nouns, adjectives and verbs	<u>SPAG Concept:</u> Capital letter for pronoun: I <u>Sentence Work:</u> Co-ordinating conjunction: and Identify nouns, adjectives and verbs	<u>SPAG Concept:</u> Capital letter for pronoun: I <u>Sentence Work:</u> Co-ordinating conjunction: and	<u>SPAG Concept:</u> The alphabet and alphabetical order. <u>Sentence Work:</u> Co-ordinating conjunction sentence: and	<u>SPAG Concept:</u> Spelling: suffix –ing that is added to words where the root word does not change e.g helping <u>Sentence Work:</u> Simple sentence with capital letters, finger spaces and a full stop (4 WORDS e.g. The cat is fat).	<u>SPAG Concept:</u> Spelling: suffix –ing that is added to words where the root word does not change e.g helping <u>Sentence Work:</u> Exclamation sentences.	<u>SPAG Concept:</u> Spellings – plurals: -s <u>Sentence Work:</u> Command sentence	<u>SPAG Concept:</u> Spellings – plurals: -es <u>Sentence Work:</u> Command sentence

Year 1 Spelling, Punctuation and Grammar Long Term Plan

3 weeks		<u>Spring Term</u>		3 weeks	
Book: One Snowy Night by Nick Butterworth				Book: One Snowy Night by Nick Butterworth	
Genre Recount		Genre Narrative- Retelling a known story		Genre Recount – Book Review	
Model of Excellence A descriptive paragraph of recounting preparing for Christmas and the Christmas holidays (including snow).		Model of Excellence Short version of the story One Snowy Night (one paragraph)		Model of Excellence Book review of Handa’s Surprise	
Warm	Descriptive paragraph recounting their Christmas activities e.g. putting up the Christmas tree/ wrapping presents/ making cards.	Warm	Write the story of ‘One Snowy Night’ – 1 paragraph	Warm	Book Review of One Snowy Night
Hot	Descriptive paragraph recounting Christmas holidays and New Year.	Hot	Write a story of ‘One Rainy Day’ – 1 paragraph	Hot	Book Review of a much loved book (selection of 3 choices)
National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations		National Curriculum Coverage and Caedmon’s Expectations	
<ul style="list-style-type: none"> Year 1 Common Exception Words – choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 1 Common Exception Words – choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 1 Common Exception Words – choose appropriate words to use in their writing 	
Prior Learning – consolidation <ul style="list-style-type: none"> Statement sentence – finding the noun and the verb (beginning of understand what a subject and verb is – the ‘make up’ of a sentence) Understanding what a noun phrase is – adding adjectives Exclamation sentence, command sentences. Co-ordinating conjunction sentence ‘and’ Noun phrase sentence 		Prior Learning <ul style="list-style-type: none"> Statement sentence – finding the noun and the verb (beginning of understand what a subject and verb is – the ‘make up’ of a sentence) Understanding what a noun phrase is – adding adjectives Exclamation sentence and command sentences. co-ordinating conjunction sentence ‘and’ Noun phrase sentence 		Prior Learning – consolidation <ul style="list-style-type: none"> Statement sentence – finding the noun and the verb (beginning of understand what a subject and verb is – the ‘make up’ of a sentence) Understanding what a noun phrase is – adding adjectives Exclamation sentence and command sentences. Question sentence, co-ordinating conjunction sentence ‘and’ Noun phrase sentence 	
<ul style="list-style-type: none"> Capital letters for proper nouns, names of people and places 		<ul style="list-style-type: none"> Capital letters for names, use of a question mark 		<ul style="list-style-type: none"> Capital letters for pronouns: I Exclamation marks 	
<ul style="list-style-type: none"> Sequencing events Sequencing sentences to form short narratives. 		<ul style="list-style-type: none"> Sequencing events Sequencing sentences to form short narratives. 		<ul style="list-style-type: none"> Sequencing events 	
<ul style="list-style-type: none"> Saying aloud what they are going to write about Composing a sentence orally before writing it Re-reading what they have written to make sure that it makes sense 		<ul style="list-style-type: none"> Sequencing sentences to form short narratives Discussing what they have written with the teacher or other pupils Re-reading what they have written to check that it makes sense 		<ul style="list-style-type: none"> Re-reading what they have written to check that it makes sense Changing something if they think it does not make sense 	
<ul style="list-style-type: none"> Joining words and joining clauses using and Past tense – ed suffix Suffixes that can be added to verbs where no change is needed in the Spelling of root words er and ed 		<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es Joining words and joining clauses using and - ed, -ing and -er suffixes 		<ul style="list-style-type: none"> Word class – nouns, verbs, adjectives, co-ordinating conjunction - ‘and’ Joining words and joining clauses using and Regular plural noun suffixes –s or –es Changing to past tense – adding –ed 	

Year 1 Monday & Tuesday: SPAG concept. Wednesday, Thursday & Friday: Sentence application Red = Year 1 curriculum											
Sentences for Year 1: Statement sentence: capital letter with a full stop. Noun phrase sentence Question sentence Exclamation sentence Co-ordinating conjunction sentence - and Command sentence											
3 weeks				4 weeks				3 weeks			
Writing genre link Recount				Writing genre link Narrative				Writing genre link Recount			
<u>SPAG Concept:</u> Capital letter for proper nouns: names of people and places. <u>Sentence Work:</u> Exclamation sentences	<u>SPAG Concept:</u> Spelling: suffixes -ed that is added to words where the root word does not change e.g helped. <u>Sentence Work:</u> Exclamation sentences	<u>SPAG Concept:</u> Spelling: suffixes -er that is added to words where the root word does not change e.g helper. <u>Sentence Work:</u> Simple sentence with capital letters, finger spaces and a full stops 5+ words.	<u>SPAG Concept:</u> Capital letter for pronoun: I Capital letter for proper nouns: names of people and places. <u>Sentence Work:</u> Simple sentence with capital letters, finger spaces and a full stops 5+ words.	<u>SPAG Concept:</u> Spelling: suffixes -ed, -er that is added to words where the root word does not change e.g helper, helped. <u>Sentence Work:</u> Co-ordinating conjunction: and	<u>SPAG Concept:</u> Spellings – plurals: -es <u>Sentence Work:</u> Co-ordinating conjunction: and	<u>SPAG Concept:</u> Singular & Plural* Plural* (-s or -es) <u>Sentence Work:</u> Exclamation sentences.	<u>SPAG Concept:</u> Spelling: suffixes -ing, -ed, -er that are added to words where the root word does not change e.g helping, helper, helped. <u>Sentence Work:</u> Conjunction sentences: and	<u>SPAG Concept:</u> Question marks to demarcate sentences. <u>Sentence Work:</u> Question sentences.	<u>SPAG Concept:</u> Capital letter for pronoun: I <u>Sentence Work:</u> Question sentences.	<u>SPAG Concept:</u> Singular & Plural* Plural* (-s or -es) <u>Sentence Work:</u> Question sentences	<u>SPAG Concept:</u> Spelling: suffixes -ing, -ed, -er that are added to words where the root word does not change e.g helping, helper, helped. <u>Sentence Work:</u> Conjunction sentences: and

Year 1 Writing Long Term Plan

Summer Term – Wind in the Willows by Lesley Sims

3 weeks		4 weeks		4 weeks		3 weeks WIDER CURRICULUM BASED	
Book: Wind in the Willows by Lesley Sims		Book: Wind in the Willows by Lesley Sims		Book: Wind in the Willows by Lesley Sims		Book: Wind in the Willows by Lesley Sims	
Genre Non-chronological report		Genre Poetry		Genre Narrative- Adventure Story		Genre Postcard	
Non-chronological report: Moles		Water sounds poem		Short version of the story- the beginning (1 paragraph)		Postcard from a cold place	
Warm	Non-chronological report: Frogs	Warm	Water poem – senses (water)	Warm	Paragraph about the 4 friends going to the park	Warm	A postcard from a hot place
Hot	Non-chronological report: Rats, badgers or own choice.	Hot	Wind poem – senses (fire)	Hot	Paragraph about the 4 friends going on a different adventure	Hot	A holiday postcard/ somewhere they've visited
National Curriculum Coverage and Caedmon's Expectations		National Curriculum Coverage and Caedmon's Expectations		National Curriculum Coverage and Caedmon's Expectations		National Curriculum Coverage and Caedmon's Expectations	
<ul style="list-style-type: none"> Year 1 Common Exception Words – choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 1 Common Exception Words – choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 1 Common Exception Words – choose appropriate words to use in their writing 		<ul style="list-style-type: none"> Year 1 Common Exception Words – choose appropriate words to use in their writing 	
Prior Learning – consolidation		Prior Learning – consolidation		Prior Learning – consolidation		Prior Learning – consolidation	
<ul style="list-style-type: none"> Statement sentence – finding the noun and the verb (beginning of understand what a subject and verb is – the 'make up 'of a sentence) Understanding what a noun phrase is – adding adjectives Exclamation sentence and command sentences. Question sentence. Co-ordinating conjunction sentence 'and' Noun phrase sentence 		<ul style="list-style-type: none"> Statement sentence – finding the noun and the verb (beginning of understand what a subject and verb is – the 'make up 'of a sentence) Understanding what a noun phrase is – adding adjectives Exclamation sentence and command sentences. Question sentence. Co-ordinating conjunction sentence 'and' Noun phrase sentence 		<ul style="list-style-type: none"> Statement sentence – finding the noun and the verb (beginning of understand what a subject and verb is – the 'make up 'of a sentence) Understanding what a noun phrase is – adding adjectives Exclamation sentence and command sentences. Question sentence. Co-ordinating conjunction sentence 'and' Noun phrase sentence 		<ul style="list-style-type: none"> Statement sentence – finding the noun and the verb (beginning of understand what a subject and verb is – the 'make up 'of a sentence) Understanding what a noun phrase is – adding adjectives Exclamation sentence and command sentences. Question sentence. Co-ordinating conjunction sentence 'and' Noun phrase sentence 	
<ul style="list-style-type: none"> Capital letters for proper nouns, names of people and places, pronouns - I 		<ul style="list-style-type: none"> Capital letters for proper nouns, names of people and places, pronouns - I 		<ul style="list-style-type: none"> Capital letters for proper nouns, names of people and places, pronouns - I 		<ul style="list-style-type: none"> Capital letters for proper nouns, names of people and places, pronouns - I 	
<ul style="list-style-type: none"> Title and sub-headings with support 		<ul style="list-style-type: none"> Beginning to group in verses with support 		<ul style="list-style-type: none"> Sequencing events Sequencing sentences to form short narratives 		<ul style="list-style-type: none"> Sequencing events Sequencing sentences to form short narratives 	
<ul style="list-style-type: none"> Saying aloud what they are going to write about Re-reading what they have written to make sure that it makes sense 		<ul style="list-style-type: none"> Discussing what they have written with the teacher or other pupils Re-reading what they have written to check that it makes sense 		<ul style="list-style-type: none"> Sequencing sentences to form short narratives Discussing what they have written with the teacher or other pupils Re-reading what they have written to check that it makes sense 		<ul style="list-style-type: none"> Re-reading what they have written to check that it makes sense Changing something if they think it does not make sense 	
<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es Joining words and joining clauses using and -ed, -ing and -er suffixes 		<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es Prefix – 'un' - unkind, undoing -ing and -er suffixes 		<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es Joining words and joining clauses using and -ed, -ing and -er suffixes 		<ul style="list-style-type: none"> Regular plural noun suffixes –s or –es Joining words and joining clauses using and -ed, -ing and -er suffixes 	

Year 1 Spelling, Punctuation and Grammar Long Term Plan

Summer Term

Year 1 Monday & Tuesday: SPAG concept. Wednesday, Thursday & Friday: Sentence application Red = Year 1 curriculum											
Sentences for Year 1: Statement sentence: capital letter with a full stop. Noun phrase sentence Question sentence Exclamation sentence Co-ordinating conjunction sentence - and											
3 weeks			4 weeks			4 weeks			3 weeks		
Writing genre link Non-Chronological Report			Writing genre link Poetry			Writing genre link Narrative			Writing genre link Recount (postcard)		
SPAG Concept: Spelling: suffixes -ing, -ed, -er that are added to words where the root word does not change e.g helping, helper, helped. Sentence Work: Sentence, Full Stop, Capital Letter (use the term 'punctuation')* Link this with work on the co-ordinating conjunction: and	SPAG Concept: Spelling: suffixes -ing, -ed, -er that are added to words where the root word does not change e.g helping, helper, helped. Sentence Work: Question sentences	SPAG Concept: Spelling: suffixes -ing, -ed, -er that are added to words where the root word does not change e.g helping, helper, helped. Sentence Work: Sentence, Full Stop, Capital Letter (use the term 'punctuation')* Link this with work on the co-ordinating conjunction sentence: and	SPAG Concept: Capital letter for proper nouns: names of people and places. Sentence Work: Exclamation sentences	SPAG Concept: Prefix un- (how it changes the meaning of verbs and adjectives) Sentence Work: Question sentence	SPAG Concept: Prefix un- (how it changes the meaning of verbs and adjectives) Sentence Work: Question sentence	SPAG Concept: Spelling: plurals: -s -es Sentence Work: Conjunction sentences: and	SPAG Concept: Prefix un- (how it changes the meaning of verbs and adjectives) Sentence Work: Exclamation sentence	SPAG Concept: Capital letter for pronoun: I Capital letter for proper nouns: names of people and places. Sentence Work: Sentence, Full Stop, Capital Letter (use the term 'punctuation')* Link this with work on the co-ordinating conjunction: and	SPAG Concept: Prefix un- (how it changes the meaning of verbs and adjectives) Sentence Work: Question sentence	SPAG Concept: Spelling: suffixes -ing, -ed, -er that are added to words where the root word does not change e.g helping, helper, helped. Sentence Work: Exclamation sentence	SPAG Concept: Spelling: suffixes -ing, -ed, -er that are added to words where the root word does not change e.g helping, helper, helped. Sentence Work: Sentence, Full Stop, Capital Letter (use the term 'punctuation')* Link this with work on the co-ordinating conjunction: and