

2024-25

**ENGLISH LONG-TERM PLANNING –WRITING Y1**

	TERM 1 Autumn	TERM 2 Spring	TERM 3 Summer
<b>Narrative</b>	<b>Stories with familiar settings ( 6 weeks)</b>	<b>Traditional Tales and Fables (4 weeks)</b>	<b>Traditional Tales: Fairy Tales (4 weeks)</b>
<b>Final written outcome</b>	Write simple sentences to retell stories based on familiar settings	Use traditional tales to write retells of traditional tales	Write a new version of a traditional tale
<b>Suggested Context</b>	<p>Family stories with familiar settings:</p> <p>Owl Babies 5 minutes peace Knuffle Bunny Stickman</p> <p>Children to read stories with familiar settings and learn to write simple sentences retelling parts of the story. They begin to understand what a story-map is and how to structure simple sentences in chronological order. Children learn to use their imagination to change parts of the story.</p>	<p>Traditional Tales and Fables: Sharing and Retelling Explore traditional tales, <i>Dragon Dinosaur</i>, <i>The House that Jack Built</i>, <i>Anancy and Mr Dry-Bone</i> and <i>Chicken Licken</i>.</p> <p>Suggested Texts: <i>This is the House that Jack Built</i> by Simms Taback, <i>Anancy and Mr Dry-Bone</i> by Fiona French</p>	<p>Traditional Tales and Fables: Fairy Tales Explore Cinderella, Snow White and the Billy Goats Gruff. Tell new versions inspired by Snow White in New York by Fiona French.</p> <p>Suggested Texts: Version of Cinderella, (e.g. Cinderella: Ladybird First Favourite Tales by Allie Busby), trad. versions of Snow White and The Three Billy Goats Gruff (e.g. Snow White and the Seven Dwarfs by Tanya Maiboroda &amp; The Three Billy Goats Gruff: Ladybird First Favourite Tales by Irene Yates), Snow White in New York by Fiona French, Billy Dogs</p>

NB This is a working document and will be reviewed and updated regularly. This document is linked to **Cycle B** foundation subject topics.

Non-fiction	Diary (2 weeks)	Recount (1 week)	Instructions (2 weeks)	Report (2 weeks)	Explanation (2 weeks)
<b>Final written outcome</b>	Write a simple first person diary extract using adverbs of time to aid sequencing.	Write a simple first person recount based on personal experiences, using adverbs of time to aid sequencing.	Following a practical experience write up the instructions.	A simple non-chronological report with a series of sentences to describe aspects of the subject: distinguish between a description of a single member of a group and the group in general.	Draw pictures to illustrate a simple process and write several sentences to support the explanation.
<b>Suggested Context</b>	<p>Diary writing linked to theme in a book or topic work.</p> <p>E.g. The bear and the piano who goes around the world (Geography link, local knowledge).</p> <p>Paddington bear and his travels around the United Kingdom.</p>	<p>Recount of an event or area of learning in topic work.</p> <p>E.g. The Great Fire of London.</p>	<p>Focus on a traditional tale theme.</p> <p>E.g. How to make porridge for Goldilocks.</p> <p>How to make gingerbread.</p> <p>How to trick a mischievous wolf!</p>	<p>Information Texts: Comparing Non-fiction &amp; Fiction Read books about tigers, whales, sharks and polar bears. Understand differences between fiction and non-fiction, read, answer and write questions and produce factual texts.</p> <p>Suggested Texts: There's a Tiger in the Garden by Lizzie Stewart, Tigress by Nick Dowson, Big Blue Whale by Nicola Davies and Nick Maland, Ice Bear by Nicola Davies.</p>	<p>Children to write a simple explanation text of the life cycle of a frog/butterfly.</p>

NB This is a working document and will be reviewed and updated regularly. This document is linked to **Cycle B** foundation subject topics.

Poetry	Rhymes & Patterns (1 week)	Poems on a Theme (2 weeks)	Poetry-Traditional Rhymes (2 weeks)
Final Outcome	Learn, recite and write rhyming poems	Use poems on theme to write own poems.	Use an anthology as a stimulus to produce own writing
Suggested Context	Rhyming and Patterns: Poems with repeating patterns and rhymes Pattern and rhyme help children memorise and write poetry.	Poems on a Theme: Poems about the Senses Using poems on the theme of the senses. Children learn parts by heart and respond, then write own poems.  Suggested Texts: <i>Sensational! Poems inspired by the five senses</i> chosen by Roger McGough, <i>They All Saw a Cat</i> by Brendan Wenzel, <i>The Works: Every poem you will ever need at school</i> chosen by Paul Cookson	Anthologies: Fantastic First Poems This great poetry collection stimulates writing, reading, discussion, as we enjoy traditional rhymes and use wonderful poems as inspiration for writing.  Suggested Texts: The Puffin Book of Fantastic First Poems edited by June Crebbin;

NB This is a working document and will be reviewed and updated regularly. This document is linked to **Cycle B** foundation subject topics.

2023-24

## ENGLISH Sticky Knowledge- WRITING Y1

Children will know how to	TERM 1 Autumn	TERM 2 Spring	TERM 3 Summer
<b>Handwriting</b>	<p>sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>form the digits 0-9 correctly.</p> <p>form lower case letters in the correct direction, starting and finishing in the right place.</p> <p>name the letters of the alphabet in order.</p> <p>form capital letters.</p>		
<b>Spelling</b>	<p>spell unknown words using my phonemes (sounds). (phonetically plausible attempts: yoo, rayn- rain, sed- said friend for friend)</p> <p>use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>use letter names to show alternative spellings of the same phonemes.</p> <p>spell words that use suffixes for plurals or 3rd person. (E.g.: adding s/es; box, fox, fix, pencil, pen)</p>		
<b>Composition</b>	<p>say a sentence out loud before writing it down. (Hold a sentence)</p> <p>plan writing by saying what is going to be written. (build a sentence)</p> <p>read own writing aloud so it can be heard by others and check for sense. ('Oops, I forgot to put a capital letter after that full stop. '; 'I used my sounds to help me spell that long word.')</p> <p>sequence sentences to form short narratives. (Beginning/middle/ end- sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.)</p> <p>use sequence sentences in chronological order to recount an event /experience. (Basic adverbials for when-First, Then, Next, After that)</p>		
<b>Grammar</b>	<p>use the personal pronoun 'I'</p> <p>use 'and' to join ideas within a sentence. ('I went to the park and played on the swing.')</p> <p>make sure that word choices are relevant to the context and I use word banks to support this.</p> <p>use simple adjectives to add detail to sentences.</p>		

NB This is a working document and will be reviewed and updated regularly. This document is linked to **Cycle B** foundation subject topics.

<b>Punctuation</b>	<p>leave spaces between words.</p> <p>use a capital letter for the start of a sentence.</p> <p>use a full stop accurately.</p> <p>use capital letters for the names of people, places and days of the week</p> <p>to use other punctuation such as exclamation and question marks.</p>
--------------------	--