South Gosforth First School – Writing

Long Term Planning – Year 1

Science, History & Geography Units	How do our seasons change?											
	Why aren't umbrellas made of paper?				Are all plants the same?				How am I different to other animals?			
	What is our address?		Are our toys better than our Grandparent's toys?		What is my geographical location?		Why do we have different bridges in Newcastle?		What had to happen to allow Neil Armstrong to walk on the moon?		Could a polar bear live in the desert?	
Term:	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Writing Purpose:	Entertain	Inform	Inform	Entertain	Inform	Entertain	Inform	Entertain/ Inform	Entertain	Inform	Inform	Entertain
Literacy Unit:	Traditional Stories – 'Jack and the Beanstalk' **T4W**	Lists, Labels and Captions (Linked to the topic of materials)	Instructions for a simple game e.g. Snakes and Ladders **T4W**	Narrative linked to class text – Describe the setting of the bog in the story 'Room on the Broom' Poetry – Patterns and Rhyme (Sound Poems e.g. The Sound Collector by Roger McGough and The Ning Nang Nong by Spike Milligan)	Information Text describing the locality **T4W** Poetry – 2 weeks – Poems using the senses (e.g. **Five Little Senses All in a Row** by Andrew Fusek Peters.	Narrative linked to class text (Lost and Found) **T4W**	Fact file describing the different bridges in Newcastle	Narrative - Character description – Write a character description of the Tiger in "The Tiger Who Came to Tea" **T4W** Recount of visit to Wallington /Alnwick Gardens **T4W**	Traditional Tales & Fairy Tales – 'Little Red Riding Hood' **T4W**	Recount of an event – Neil Armstrong walking on the moon	Information Text – How has an animal adapted to a certain environment? **T4W**	Poetry – 2 weeks – Humorous Poems (e.g. Dad and the Cat and the Tree by Kit Wright, The Vulture by Hilaire Belloc, If You Should Meet a Crocodile by Anon) Creative writing – Create their own animal who can change and write a story about their invented animal **T4W**
Objectives:	To sequence sentences when writing their own traditional tale	To write labels, extended captions and simple lists	To analyse instructions for effectiveness and write their own set of simple instructions	To write a description of a setting from Room on the Broom To be able to perform a poem	To record information as lists and charts and write simple information texts To perform a poem	To re-tell a story (T4W)	To choose a bridge in Newcastle and write a fact file describing the bridge	To write a character description from "The Tiger Who came to Tea"	To write their own version of a traditional tale with a beginning, middle and end	To write descriptions of significant individuals using noun phrases	To write their own version of an explanation text explaining how different animals are adapted to their habitats	To write their own version of a poem To write a story based on the theme of an animal

				keeping in time and recite some poems by heart	following the rhythm							
Prior Learning:	EYFS: Structure of Traditional Stories through T4W story maps	EYFS: Simple labelling of pictures with one or two words	EYFS: Reading of simple sets of instructions	EYFS: Knowledge of Nursery Rhymes and simple rhyming songs	Autumn Term: Writing of simple captions Autumn Term: Sound Poems	Autumn Term: Traditional Tale T4W	Autumn Term: Writing of extended captions and lists	Autumn Term: Use of descriptions and settings from 'Room on the Broom'	Autumn Term: T4W Sequence of a traditional tale	Spring Term: Recount of visit to Wallington/ Alnwick Castle	Spring Term: Noun phrases used to describe characters	Autumn and Spring: Reading and performing poems to gain an understanding of rhyme and alliteration
Key Vocabulary, Adverbials & Conjunctions	Adverbials: First, Then, The next day Conjunction: and	Words associated with books: blurb, cover, title, illustrations	Adverbials: First Then Next	Rhyming words Patterned phrases Alliteration	Title, contents page, index, pictures, labelled diagrams, charts Rhyming words Patterned phrases Alliteration	Conjunctions: and but so	Adverbials: First Next Then After Last	Adjectives – colour, size, age	Adverbials First Next Then The next day Later Phrases for opening and ending traditional tales		First, second, third person	Repeated words and phrases Rhyming words Alliteration Simile
Grammar & Sentences	Co-ordinating conjunctions to link two main ideas - and Noun phrases to add detail	Co-ordinating conjunctions to link two main ideas - and	Use the imperative verb for instructions Write simple sentences starting with a person noun	Orally devise alliteration Noun phrases to add detail to descriptions	Sequence sentences to form short texts	Write compound sentences using coordinating conjunction 'and'	Use noun phrases - adjective and noun for description	Patterns of language and repeated words and phrases	Sequence sentences to form short narratives	Prepositions up down in into out to onto under inside outside above	Use a regular simple past tense verb in a sentence	Smiles - to compare and describe
Punctuation Content	Finger spaces between words Capital letters to start sentences	Finger spaces between words Capital letters and full stops to mark sentences	Capital letters for proper nouns	Capital letter for first person "I"	Use question marks	Write simple sentences starting with a noun/proper noun	Capital letters and full stops to mark sentences	Capital letters for names and the personal pronoun "I"	Use capital letters, full stops, question marks and exclamation marks	Use question marks - Did you know....?	Use capital letters for names and personal pronoun "I"	Separate words with spaces Capital letters used for nouns and person pronoun "I"
Class Texts:	**A Bear Called Paddington By Michael Bond**		**Room on the Broom By Julia Donaldson**		**Lost and Found By Oliver Jeffers**		**The Tiger Who Came to Tea By Judith Kerr**		**Mr. Bump By Roger Hargreaves**		**Elmer By David McKee**	

Grammar Coverage					
Write a simple sentence starting with a noun/proper noun	To orally use simple coordinating conjunctions: *and, but*	Use capital letters for proper nouns (people and places)	Regular plurals where you only add an "-s" or "-es"	Orally devise alliteration: *a cool cat* *a sneaky snake*	Comparative and superlative adjectives, adding, "-er" and "-est" to regular adjectives: *fast – faster – fastest*
Write a simple sentence starting with a personal pronoun	Write a compound sentence using the coordinating conjunction "and"	Use a capital letter for "I"	Suffixes of verbs, adding "-ed" or "-ing"	Prepositions: *up, down, in, into, out, to, onto, under, inside, outside, above*	Choose a specific noun: "Alsatian" rather than "dog"
Finish the sentence with a full stop	Use connectives of sequence: *first, second, then*	Start sentences with a capital letter	Use the prefix of "un-" to create antonyms: *happy – unhappy* *kind – unkind*	Similes: *as big as an elephant*	Use noun phrases: adjective + noun
Use a regular simple-past-tense verb in a sentence: *He walked to school.*	Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have": *I/you/we have* *he/she has* *I/you/we do* *he/she does* *I am* *you/we are* *he/she is*	Use capital letters for days of the week	Use determiners: *the, a, an, my your, his, her*	Use question marks	Use exclamation marks
First person (I and we), second person (you) and third person (he, she)	Write a sentence that includes an adjective	Separate words with spaces	Adverbs of manner (how) to describe a verb, ending in "-ly"		

Spelling	Sentence/Grammar lessons
Singular and plural (+ "-s" or "-es")	Writing simple sentences in the first, second and third person (subject-verb agreement) – *I am happy. You are happy. He is happy.*
Conjunctions (*and, but, then, so*)	Write a simple sentence starting with a proper noun
Adjectives (non-gradable) – colour, size, age	Noun phrases – <u>adjective + noun</u> or <u>adjective + adjective + noun</u> or <u>determiner + noun</u> or <u>determiner + adjective + noun</u>
Pronouns (*I, he, she, you*)	
Common nouns	Write a simple sentence, but add an adjective – *He has a red ball.*
Proper nouns – own names/days of the week	Write a simple sentence and add an adverb of manner ("-ly") – *I play nicely.*
Verbs: simple-past-tense regular verbs, adding either "-ed" or "-ing"	Write a simple sentence with a regular simple past tense verb (adding –ed) – *He worked in the classroom.*
Verbs: Present tense for "to be", "to do" and "to have" (*I have, you have, she/he has, I do, you do, she/he does, I am, you are, he/she is*)	Write a sentence in simple present continuous tense ("to be" + "-ing") – *He is sitting on the carpet. He is sitting on the red carpet. He is sitting on the red carpet quietly.*
Connectives of sequence (*first, second, last, next, then*)	Use capital letters at the beginning of a sentence and full stops
Determiners (*the, a, my, your, an, this, that, his, her, some, all*)	Subject-verb agreement with "I", "you", "we" and "he/she" for the verbs "to do", "to be" and "to have". (*I/you/we <u>have</u>, he/she <u>has</u>, I/you/we <u>do</u>, he/she <u>does</u>, I <u>am</u>, you/we <u>are</u>, he/she <u>is</u>*)
Simple adverbs ending in "-ly" (*nicely, madly*)	
Prefix "un-" (*happy – unhappy, kind – unkind, tie – untie*)	Write a question with a question mark
Comparative and superlative adjectives where you add "-er" or "-est"	Write a word/phrase or sentence with an exclamation mark
Prepositions	Capital letters – "I", proper nouns, days of the week
Days of the week	Changing general nouns to specific nouns, eg, "car" to "Ferrari"
	How to use prepositions in a sentence
	Alliteration
	Similes
	Write a sentence using "and"