



A1	Focus	Curriculum Objectives	Description/Ideas	Possible texts
<p><b>I can make friends</b></p>	<p><b>Fiction</b> – Narrative</p> <p>Retell part of a simple story</p> <p><b>Non- fiction</b> – list writing, captions and labels</p> <p>Introducing simple recount writing (personal focus)</p>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, leaving spaces between words</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• discuss what they have written with the teacher</li> <li>• write from memory simple sentences/captions dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<p>Children will listen to a story with a familiar setting, and link this to their own personal experiences.</p> <p>Children will be able to revisit and consolidate the phonic skills and basic sentence structure taught in EYFS to support and scaffold their writing. Staff will introduce the word mats and Punctuation Pirate “next step” sticker system initially and build up gradually as the terms progress to support scaffolding and independence in writing.</p> <p>Baseline writing assessment will also be carried out.</p> <p>Suitable activities include writing shopping list, correcting a “wrong” sentence with the Punctuation Pirates, and writing simple captions/sentences to match a picture.</p> <p>Forest School Visits – once each half term, children will “have a go” at writing a recount of their visit.</p>	<p>The Tiger who came to tea – Judith Kerr</p> <p>Cine literature – The Incredibles (links to Science focus “Incredible Me!”)</p>



A2	Focus	Curriculum Objectives	Description/Ideas	Possible texts
<p><b>I can make changes</b></p>	<p><b>Recount:</b> Write about a person from the past</p> <p><b>Non Fiction</b> - Letter Writing: Father Christmas; Recount – Elf Diary</p> <p><b>Poetry</b> - Autumn</p>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• discuss what they have written with the teacher</li> <li>• continue to punctuate sentences using a capital letter and a full stop, leaving spaces between words</li> <li>• using a capital letter for names of people, and the personal pronoun ‘I’</li> <li>• learning the grammar and terminology for year 1 in English Appendix 2 – word, sentence, letter, capital letter, punctuation, full stop</li> <li>• apply the taught grammar skills to their writing – consistent tenses used depending on the writing style</li> </ul>	<p>Children will continue to revisit and consolidate the phonic skills and basic sentence structure taught in EYFS to support and scaffold their writing.</p> <p>Scaffolding – Punctuation Pirates and Word mats will become more familiar and children will have more confidence in their use, although this may still need constant repetition and reminding.</p> <p>Children will use capital letters in their writing and begin to use them in names of familiar people and days of the week.</p> <p>Nouns and adjectives will be introduced to add some substance to short sentence structures</p> <p>Suitable activities include writing simple captions/sentences to match a picture, writing about a familiar person/event (Firework night). Using simple firework poems to start to think about onomatopoeia and rhythm and rhyme.</p> <p>Linked to Seasonal changes focus in Science, children will listen to an autumnal story – start to create shopping lists, create story maps and word mats, progressing on to writing short sentences about the story and facts about Autumn.</p> <p>As the term progresses children will start to look at the idea of “letter writing” and create “Christmas letters” ,</p>	<p>The Christmas Story</p> <p>The Jolly Postman</p> <p>Percy the Park Keeper – Windy day</p> <p>Hog the Hedge</p>

YEAR 1 WRITING - MEDIUM TERM PLAN

			<p>keep a diary of the “cheeky elf” and write about the Christmas Story.</p> <p>Forest School Visits – children will be asked to write a short sentence with correct punctuation and grammar in the past tense.</p>	
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Sp1	Focus	Curriculum Objectives	Description/Ideas	Possible texts
<b>I can follow my dreams</b>	<p><b>Narrative –</b> Traditional tales</p> <p><b>Non fiction –</b> Instructions and recount</p>	<p>As Autumn 2 plus</p> <ul style="list-style-type: none"> <li>learning the grammar and terminology for year 1 in English Appendix 2 – introduce question mark and exclamation marks</li> <li>extending sentences using “and”</li> <li>sequencing sentences to form longer narratives, (fiction with beginning, middle and end)</li> <li>read aloud their writing clearly, to be heard by the teacher and/or peers</li> <li>use suffix “-er” and “-est”</li> <li></li> </ul>	<p>Children will continue to explore the teaching ideas from the Autumn term, building and developing different scaffolding approaches that support the different needs and abilities.</p> <p>Beginning to use the principles of T4W to scaffold writing development – use of story maps, character profiles, speech bubbles, then working towards writing sentences that show a clear beginning, middle and ending</p> <p>Use of time connectives to add order to their writing (fictional and non fiction styles)</p> <p>SPAG focuses from Appendix 1 will be addressed over the Spring term as and when appropriate to develop the children’s writing styles</p>	<p>Three Little Pigs</p> <p>Red Riding Hood</p> <p>Goldilocks</p>



Sp2	Focus	Curriculum Objectives	Description/Ideas	Possible texts
<b>I can do this</b>	<p><b>Narrative –</b> Traditional tales</p> <p><b>Non fiction –</b> Instructions and recount</p>	<ul style="list-style-type: none"> <li>learning the grammar and terminology for year 1 in English Appendix 2 – question mark and exclamation mark</li> <li>extending sentences using “and”</li> <li>beginning to use “and” to join clauses</li> <li>use suffix “-ed” and “-ing”</li> <li>to write instructional sentences</li> </ul>	<p>Continue to use the principles of T4W to scaffold writing development – use of story maps, character profiles, speech bubbles, chunking parts of the story and “writing as a reader”. Children will then be able to write the story independently and begin to use the “innovate” stage of changing a part of the story to create their own versions.</p> <p>Developing the use of time connectives in short narrative writing</p> <p>SPAG focuses from Appendix 1 will be addressed over the Spring term as and when appropriate to develop the children’s writing styles</p>	<p>The Runaway Pancake</p> <p>The Enormous Turnip</p>