

Year 1- Writing Long Term Plan

By the end of Key Stage 1 children will:

Be able to write to entertain (narratives, poetry and description) and to inform (letter, recount, instructions, report) Children will write using past and present tense mostly correctly and consistently. Children will demarcate sentences using capital letters, full stops and question marks most accurately. Children will spell most common exception words correctly. Handwriting will show consistency in letter sizing. (Cursive style begins in year 3).

Y1 Prior Knowledge

Use of phonic knowledge to write words in ways which match their spoken sounds. Knowledge of some irregular common words. Ability to write simple sentences which can be read by themselves and others. Ability to make phonetically plausible attempts at spelling

AUTUMN		SPRING		SUMMER	
YEAR A	ALL ABOUT ME	OUR WONDERFUL WORLD		OFF TO THE SEASIDE!	
YEAR B	HOT AND COLD PLACES	OFF TO THE MOON!		IN THE GARDEN	

Text Types

Purpose: Writing to Entertain				Purpose: Writing to Inform		Purpose: Writing to Inform		Purpose: Writing to Inform		Purpose: Writing to Entertain	
Building Blocks	Description	Poetry	Narrative	Recount	Non-Chronological Report	Narrative	Instruction	Letter	Narrative	Poetry	

Ongoing objectives Y1

I can form lower-case letters and numbers in the correct direction, starting and finishing in the right place.											
I can leave spaces between words.											
To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and make phonically plausible attempts.											
To spell many common exception words.											
I can sometimes write a simple sentence which may be read by myself and others. I can write words which match spoken sounds. I can write some common exception words. I can say out loud what I am going to write about with help from my teacher. I can use a capital letter for the pronoun I.	I can say out loud what I am going to write about with help from my teacher. I can use capital letters at the start of some of my sentences. I can use vocabulary provided by the teacher in my writing. I can join words sometimes using the conjunction and.	I can say out loud what I am going to write about. I can compose a sentence orally before writing it with help from my teacher. I can discuss what I have written with my teacher. I can use some vocabulary given to me by my teachers to create diamante poems	I can compose a sentence orally before writing it. I can sometimes use a capital letter for the pronoun I. I can demarcate some sentences with a full stop. I can use repeating phrases that I have heard in stories in my own writing. I can demarcate some sentences with capital letters and full stops. I can use capital letters for names and places. I can join some sentences using the conjunction and. I can use a capital letter for the pronoun I.	I can compose a sentence orally before writing it. I can write down ideas and key words. I can demarcate some of my sentences with capital letters and full stops. I can use capital letters for names and places. I can join some sentences using the conjunction and.	I can compose a sentence orally before writing it. I can write down ideas and key words. I can use some vocabulary given to me by my teachers to create diamante poems	I can compose a sentence orally before writing it. I can write down ideas and key words. I can use some vocabulary given to me by my teachers to create diamante poems	I can compose a sentence orally before writing it. I can demarcate my sentences with a capital letter and full stop with increasing consistency. I can write sentences that are sequenced to form a short narrative, after discussion with my teacher. I can use an increasingly wider vocabulary from familiar stories in my own writing. I can re-write a story with a beginning, middle and end. I can demarcate some sentences with an exclamation mark.	I can compose a sentence orally before writing it. I can re-read what I have written to check that my writing makes sense. I can demarcate most of my sentences with capital letters and full stops.	I can compose a sentence orally before writing it. I can write sentences that are sequenced to form a letter. I can demarcate sentences with capital letters, full stops, question marks or exclamation marks if they are needed. I can sometimes use capital letters for days of the week. I can use a capital letter for the pronoun I.	I can compose a sentence orally before writing it. I can plan what I am going to write about by writing down key ideas and vocabulary. I can write sentences that are sequenced to form a short narrative, after discussion with my teacher. I can use an increasingly wider vocabulary from familiar stories in my own writing. I can write a story with a beginning, middle and end with increasing confidence. I can use capital letters for names and places. I can join words sometimes using the conjunction and.	I can compose a sentence orally before writing it. I can plan what I am going to write about by writing down key ideas and vocabulary given to me by my teachers to create diamante poems. I can join words sometimes using the conjunction and. I can consistently begin my sentences with a capital letter following the pattern for an acrostic poem.

