

	Writing Long Term Overview				Year 1	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEXT:	<u>Lost and Found</u> by Oliver Jeffers	Autumn Poetry <u>Traditional tales-</u> The Three Bears By Emma Chichester-Clarke Story Writing	Winter Poetry <u>Snow Bears</u> by Piers Harper Recount Factual	<u>The Rainbow fish</u> by Marcus Pfister	Animal Poetry <u>The Whale and the Snail</u> By Julia Donaldson Story Letters	<u>Man on the Moon</u> By Simon Bantram Instructions Recount
Final Writing Outcome:	Story writing	Fairy Story	Recount Factual	Recount Letter	Story Letters	Instructions Recount

Continuous Skills:

- To plan simple sentences by saying out loud what the writing will be about.
- To orally compose a sentence before writing it and recognise sentence boundaries.
- To write short narratives ensuring that many sentences are sequenced accurately and some simple description is used (eg a big dog)
- To begin to link ideas or events by subject or pronoun (eg My dog..., his dog..., he had... I cut...)
- To combine words to make single clause sentences.
- To use and to join words and clauses.
- To use capital letters for names, people and places and days of the week, and the personal pronoun I
- To use full stops and capital letters in some sentences.
- To spell correctly some words containing previously taught phonemes.
- To spell correctly some common exception words.
- To leave spaces between words.
- To form some lower case letters accurately starting and finishing in the correct place.
- To form many capital letters correctly.
- To form digits 0-9 mostly correctly.
- To hold a pencil comfortably and correctly.

Specific skills:	To write down some key words or ideas, including some new vocabulary drawn from listening to books.	To use ? in some sentences. To write from memory some simple dictated sentences. To accurately spell some suffixes- ing, ed, est, er. To accurately spell correctly some words with the suffix un.	To use ! in some sentences. To spell the days of the week correctly. To accurately spell some suffixes- ing, ed, est, er. To accurately spell some plurals – s and es. To spell the days of the week correctly.	To write from memory some simple dictated sentences. To accurately spell some suffixes- ing, ed, est, er. To accurately spell some plurals – s and es.	To make phonetically plausible attempts to spell words that have not yet been learnt. To accurately spell some plurals – s and es.	To spell the days of the week correctly.
Incidental writing:	Postcard Letter Speech bubbles First person writing Writing the middle Penguin facts Beginning Middle Ending	Hot seating questions Description writing Writing comparatives. Diary Wanted poster	Diary Recount Book review Blurb Letter Postcard Setting Beginning Middle Ending Exclamation phrases. Persuasive poster	Postcard Diary Questions Recount Speech bubbles Thought bubbles Comparative sentences Middle Ending Factual Persuasive poster	Setting description Speech bubbles Story writing Letter Recount Postcard Exclamations Comparatives writing	Diary Postcard Letter Speech bubbles Recount Postcard Exclamations
Revisited genre assessed write:	Baseline assessment	Story	Recount	Recount	Instructions	Letter