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|  | **Writing Long Term Overview** | **Year 1** |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **TEXT:** | Lost and Found by Oliver Jeffers | Autumn PoetryTraditional tales-The Three Bears By Emma Chichester-ClarkeStory Writing | Winter PoetrySnow Bears by Piers HarperRecountFactual | The Rainbow fishbyMarcus Pfister | Animal PoetryThe Whale and the SnailBy Julia DonaldsonStoryLetters | Man on the MoonBy Simon BantramInstructionsRecount |
| **Final Writing Outcome:** | Story writing | Fairy Story | RecountFactual | RecountLetter | StoryLetters | InstructionsRecount |
| **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.
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| **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:** | PostcardLetterSpeech bubblesFirst person writingWriting the middlePenguin factsBeginningMiddleEnding | Hot seating questionsDescription writingWriting comparatives.DiaryWanted poster | DiaryRecountBook reviewBlurbLetterPostcardSettingBeginningMiddleEndingExclamationphrases.Persuasive poster | PostcardDiaryQuestionsRecountSpeech bubblesThought bubblesComparative sentencesMiddleEndingFactualPersuasive poster | Setting descriptionSpeech bubblesStory writingLetterRecountPostcardExclamationsComparatives writing | DiaryPostcardLetterSpeech bubblesRecountPostcardExclamations |
| **Revisited genre assessed write:** | Baseline assessment | Story | Recount | Recount | Instructions | Letter |