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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 Poetry  Traditional tales-  The Three Bears  By Emma  Chichester-Clarke  Story Writing | Winter Poetry  Snow Bears  by Piers Harper  Recount  Factual | The Rainbow fish  by  Marcus Pfister | Animal Poetry  The Whale and the Snail  By Julia Donaldson  Story  Letters | Man on the Moon  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 |