

Long Term Writing Plan - Year A - Year 1/2

When creating medium term plans and lesson plans, think about ways in which to include the phases of teaching reading and writing:

Phase 1 - Immerse	Phase 2 - Infer	Phase 3 - Imitate/Innovate/Invent (T4W)
Use this to immerse the pupils into the text/genre being used and taught. Much like a book study, this includes learning about the characters, participating in drama and taking part in short writing tasks. This allows time for the pupils to become confident with the text.	This allows the pupils to understand the structure, the features and the vocabulary included within the text/genre. This includes looking at the punctuation and grammar within the text too.	Taken from Pie Corbett's Talk For Writing, this phase is where pupils take part in shared, guided and independent writing activities (see T4W website if unsure). It is encouraged that as the pupils grow older, that less imitation is used and pupils move onto innovating and inventing.

Year 1 objectives	Year 2 objectives
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	Autumn	Spring	Summer
Topic	There's no place like Home (Houses and homes)	Under the sea	Our Wild World
Options for text and book	Narrative: Three little pigs Jack and the beanstalk Personal experience:	Poetry: Commotion in the ocean Narrative: Gilbert in deep	Narrative: Gruffalo Meerkat Mail Peg and the Yeti

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<p>focus/genre of writing</p>	<p>Describe their home Architect workshop Trip? Comparison: The gingerbread man The runaway chapatti Non-fiction: Instructions for gingerbread men or chapattis</p>	<p>Snail and the whale Personal experience: Christmas Lackford lakes Non-fiction: Information about animals in the sea</p>	<p>Personal experience: Banham zoo Comparison: We're going on a bear hunt We're going on a lion hunt Non-fiction: Instructions for planting and looking after a flower</p>
<p>Composition</p>	<ul style="list-style-type: none"> ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ discuss what they have written with the teacher or other pupils ▪ writing narratives about personal experiences and those of others (real and fictional) ▪ writing about real events ▪ writing for different purposes 	<ul style="list-style-type: none"> ▪ saying out loud what they are going to write about ▪ composing a sentence orally before writing it ▪ sequencing sentences to form short narratives ▪ re-reading what they have written to check that it makes sense ▪ writing poetry ▪ writing narratives about personal experiences and those of others (real and fictional) 	<ul style="list-style-type: none"> ▪ sequencing sentences to form short narratives ▪ composing a sentence orally before writing it ▪ re-reading what they have written to check that it makes sense ▪ read aloud their writing clearly enough to be heard by their peers and the teacher. ▪ writing narratives about personal experiences and those of others (real and fictional)

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	<ul style="list-style-type: none"> ▪ planning or saying out loud what they are going to write about ▪ writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> ▪ writing about real events ▪ writing for different purposes ▪ planning or saying out loud what they are going to write about ▪ writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> ▪ writing for different purposes ▪ re-reading to check that their writing makes sense and that verbs are used correctly and consistently ▪ proof-reading to check for errors in spelling, grammar and punctuation ▪ read aloud what they have written with appropriate intonation evaluating their writing with the teacher and other pupils
<p>Punctuation and grammar</p>	<ul style="list-style-type: none"> ▪ understanding how words can combine to make sentences ▪ leaving spaces between words ▪ beginning to punctuate sentences using a capital letter and a full stop 	<ul style="list-style-type: none"> ▪ joining words and joining clauses using and ▪ beginning to punctuate sentences using a capital letter and a full stop or exclamation mark ▪ using a capital letter for names of 	<ul style="list-style-type: none"> ▪ beginning to punctuate sentences using a capital letter and a full stop, question mark and exclamation mark ▪ using a capital letter for names of people, places, the days of the week,

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	<ul style="list-style-type: none"> ▪ using a capital letter for names of people, personal pronoun 'I' ▪ learning how to use full stops, capital letters, commas for lists ▪ use conjunctions for co-ordination (using or, and, but) - terminology: compound ▪ learn nouns, adjectives and verbs ▪ Types of sentences: statement, question, exclamation, command 	<p>people, places and the days of the week</p> <ul style="list-style-type: none"> ▪ how to use exclamation marks, question marks, apostrophes for contractions ▪ Types of sentences: statement, question, exclamation, command ▪ use conjunctions for subordination (using when, because) ▪ learn nouns, adjectives, verbs and adverbs 	<p>and the personal pronoun 'I'</p> <ul style="list-style-type: none"> ▪ learning how to use apostrophes for contracted forms and the singular possessive ▪ expanded noun phrases to describe and specify (adjective, adverb, verb) ▪ use conjunctions for subordination (using if, that) ▪ use the present and past tenses correctly (including progressive form)
<p>Spelling (See KS1 Reading Long Term Plan) Taught in phonics and spelling lessons</p>	<ul style="list-style-type: none"> ▪ words containing each of the 40+ phonemes already taught (see KS1 phonics/reading plan) ▪ name the letters of the alphabet ▪ naming the letters of the alphabet in order 	<ul style="list-style-type: none"> ▪ words containing each of the 40+ phonemes already taught (see KS1 phonics/reading plan) ▪ write from memory simple sentences dictated by the teacher that include words using the GPCs 	<ul style="list-style-type: none"> ▪ words containing each of the 40+ phonemes already taught (see KS1 phonics/reading plan) ▪ using the spelling rule for adding -s or -es as the plural marker for nouns and the third person

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	<ul style="list-style-type: none"> ▪ using letter names to distinguish between alternative spellings of the same sound ▪ Common exception words: <i>the, a, do, to, of, off, are, , was, is, his, has, I, you, your, be, he, me, she, we, no, go, so, by, my</i> ▪ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ▪ CEW: <i>Christmas, Mr, Mrs, door, floor, poor, because, old, cold, gold, hold, told, could, should, would, again, after, every, everybody, even</i> 	<p>and common exception words taught so far.</p> <ul style="list-style-type: none"> ▪ CEW: <i>they, says, were, here, there, love, come, some, one, put, our + 100 HF words</i> ▪ learning to spell more words with contracted forms ▪ learning new ways of spelling phonemes for which one or more spellings are already know ▪ CEW: <i>Christmas, Mr, Mrs, door, floor, poor, because, old, cold, gold, hold, told, could, should, would, again, after, every, everybody, even</i> 	<p>singular marker for verbs (terminology: singular and plural)</p> <ul style="list-style-type: none"> ▪ using the prefix un- ▪ using -ing, -ed, -er and -est (where no change is needed) ▪ CEW: <i>today, said, where, friend, school, push, pull, full, house, once, ask + 100 HF words</i> ▪ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly ▪ distinguishing between homophones and near-homophones ▪ learning the possessive apostrophe (singular) ▪ CEW: <i>great, break, steak, beautiful, hour, move, prove, improve, sure, sugar, clothes, busy, people, water,</i>
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			<p><i>half, money, parents, pretty + ALL 200 HF words</i></p>
<p>Handwriting (see handwriting scheme)</p>	<ul style="list-style-type: none"> ▪ sit correctly at a table, holding a pencil comfortably and correctly ▪ begin to form lower-case letters in the correct direction, starting and finishing in the right place ▪ form capital letters ▪ form digits 0-9 ▪ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. ▪ Link with spelling: the days of the week and common exception words ▪ <i>form lower-case letters of the correct size relative to one another</i> ▪ <i>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</i> ▪ <i>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</i> ▪ <i>use spacing between words that reflects the size of the letters.</i> 		

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