

Long Term Writing Plan – Year B – 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 – <i>Immerse</i>	Phase 2 – <i>Infer</i>	Phase 3 – <i>Imitate/Innovate/Invent (T4W)</i>
<p>Use this to immerse the pupils into the text/genre being used and taught.</p> <p>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.</p>	<p>This allows the pupils to understand the structure, the features and the vocabulary included within the text/genre.</p> <p>This includes looking at the punctuation and grammar within the text too.</p>	<p>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).</p> <p>It is encouraged that as the pupils grow older, that less imitation is used and pupils move onto innovating and inventing.</p>

Year 1 objectives	Year 2 objectives
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	Autumn	Spring	Summer
Topic	Let Battle Commence	On the farm	Great Expeditions
Text and book focus/genre of writing	<p>Narrative: Jack and the Beanstalk There was an old Dragon who swallowed a Knight (Repetitive) George and the Dragon Zog</p> <p>Personal experience: Trip to castle Banquet experience</p> <p>Non-fiction: Info about knights (year 1 lists)</p>	<p>Poetry: Rhyming</p> <p>Narrative: The Enormous Turnip Lazy Ozzy Three Billy Goats Gruff</p> <p>Personal experience: Farm visit</p> <p>Non-fiction: Information about animals on the farm</p>	<p>Narrative: Oliver’s vegetables Jacks Mega Machines The aliens are coming</p> <p>Personal experience: Teddy bears’ picnic We’re going on a bear hunt</p> <p>Non-fiction: Explorers (Neil Armstrong, Ernest</p>

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		Instructions how to look after a pet	Shackleton, George Vancouver etc.) Parts of a flower
Composition	<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 ▪ planning or saying out loud what they are going to write about ▪ writing down ideas and/or key words, including new 	<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) ▪ writing about real events ▪ writing for different purposes ▪ planning or saying out loud what they are going to write about 	<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 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

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	<p>vocabulary encapsulating what they want to say, sentence by sentence</p>	<ul style="list-style-type: none"> ▪ 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"> ▪ 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 ▪ 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 	<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 people, places and the days of the week ▪ how to use exclamation marks, question marks, apostrophes for contractions ▪ Types of sentences: statement, question, exclamation, command 	<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, and the personal pronoun 'I' ▪ learning how to use apostrophes for contracted forms and the singular possessive ▪ expanded noun phrases to describe and specify (adjective, adverb, verb)

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	<ul style="list-style-type: none"> ▪ learn nouns, adjectives and verbs ▪ Types of sentences: statement, question, exclamation, command 	<ul style="list-style-type: none"> ▪ use conjunctions for subordination (using when, because) ▪ learn nouns, adjectives, verbs and adverbs 	<ul style="list-style-type: none"> ▪ 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 ▪ 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 	<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 and common exception words taught so far. ▪ CEW: <i>they, says, were, here, there, love, come, some, one, put, our</i> + 100 HF words ▪ learning to spell more words with contracted forms ▪ learning new ways of spelling phonemes for which one or more 	<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 singular marker for verbs (terminology: singular and plural) ▪ 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</i> + 100 HF words

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	<p>these by graphemes, spelling many correctly</p> <ul style="list-style-type: none">CEW: <i>Christmas, Mr, Mrs, door, floor, poor, because, old, cold, gold, hold, told, could, should, would, again, after, every, everybody, even</i>	<p>spellings are already know</p> <ul style="list-style-type: none">CEW: <i>Christmas, Mr, Mrs, door, floor, poor, because, old, cold, gold, hold, told, could, should, would, again, after, every, everybody, even</i>	<ul style="list-style-type: none">add suffixes to spell longer words, including -ment, -ness, -ful, -less, -lydistinguishing between homophones and near-homophoneslearning the possessive apostrophe (singular)CEW: <i>great, break, steak, beautiful, hour, move, prove, improve, sure, sugar, clothes, busy, people, water, half, money, parents, pretty + ALL 200 HF words</i>
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**Handwriting
(see
handwriting
scheme)**

- 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
- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.