

Sacred Heart Catholic Primary School

YEAR 1 WRITING PURPOSES LONG TERM PLAN 2016-17

Most writing types can be categorised as ‘persuasion’, ‘information/explanation’ or ‘entertainment’. With this in mind, every half term a text type from each genre must be taught. The text types taught will be decided upon based on the selected text/ media being used. Teachers need to keep abreast of the breadth of text types they are covering to ensure a broad and balanced curriculum.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
AUTHOR FOCUS	Julia Donaldson/ Oliver Jeffers		David Melling		Steve Smallman	
ENGLISH AROUND A BOOK	The Highway Rat Supertato SuperStan See NPE units of work The Queen’s Hat (link to London for History topic)	Lost and Found Cuckoo Room for a little One John Lewis advert Non-fiction texts related to penguins Secret Santa and Christmas poems	The boy who cried ninja The kiss that missed	Good Little Wolf Little Red and the very hungry lion Ella	Robot Rumpus The Robot book (make own robot book) Machine poems (Nick Sharratt)	Big Bad Owl Gilbert the great Scaredy Squirrel
	Non-fiction: London	Non-fiction: Penguins	Non-fiction: Plants	Non-fiction: Myself	Non-fiction: Robots	Non-fiction: Materials
GUIDED READING CLIMBS or QUESTION MATS						
READING & WRITING JOURNEY	<ul style="list-style-type: none"> Being encouraged to link what they read or hear to their own experiences 	<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known. Listening to and discussing a wide range of poems, stories and non-fiction beyond those they can read independently 	<ul style="list-style-type: none"> Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems and to recite some by heart 	<ul style="list-style-type: none"> Being encouraged to link what they read or hear to their own experiences 	<ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known. Listening to and discussing a wide range of poems, stories and non-fiction beyond those they can read independently

PERSUADE	Speech in role as Supertato	Letter to Santa			Leaflet about robots	Mini play script
INFORM/ EXPLAIN	Letter from highway rat to other animals Wanted poster – Highway Rat Diary for Jack (SuperStan)	Information labels and captions Weather reports from around the world (film on ipads)	Recount Thank you letter to the knight	Diary	Robot Rules (how to be a perfect robot)	Instructions to make a happy hat
ENTERTAIN	Character descriptions	Diary – related to Lost and Found	Description of the kiss bouncing Text on wordless page in boy who cried ninja	Postcard Narrative	Robot poems	Sorry letter from Scowl
	<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 Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. <ul style="list-style-type: none"> Know that a noun is the name for a thing, person, place or animal Know that a verb is a doing or a being word Know what the terms singular and plural mean and use them orally Know that plural nouns are formed by adding the suffix –s or –es and use them in writing Know how adding the prefix –un changes the meaning of verbs (<i>untie</i>) and adjectives (<i>unkind</i>) Know that different suffixes can be added to verbs and no change is needed to the spelling of the root word (e.g. <i>helping, helped, helper</i>) Use personal pronouns (<i>I, she, he, it, you, we, they</i>) correctly Form all letters (upper and lower case) correctly <ul style="list-style-type: none"> Write a simple sentence using a full stop and a capital letter Recognise and use questions, statements and exclamations as sentences with different jobs Join words and sentences with the word ‘and’ <p>Key terminology: Capital letter, letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>					
POETRY	Little Rabbit Foo Foo,	Chubby Little Snowman	What is in? Tony Mitton		Space Men, Charles Connell	
	<ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart Learning to appreciate rhymes and poems, and to recite some by heart 					
SPELLING/ DAILY PHONICS SESSIONS	<ul style="list-style-type: none"> Revision of work from Reception The sounds f, l, s, z, and k spelt ff, ll, ss, zz and ck The n sound spelt n before a k Division of words into syllables -tch The v sound at the end of words Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings –ing, -ed and –er to 	<ul style="list-style-type: none"> Words ending in -y Adding prefix –un Compound words ai oi ay oy a-e e-e i-e o-e u-e 	<ul style="list-style-type: none"> ea (ee) ea (e) er (stressed sound) er (unstressed sound) ir ur oo (with oo sound) oo (with u sound) oa oe 	<ul style="list-style-type: none"> ie (i sound) ie (ee sound) igh or ore aw au air ear ear (er sound) 		

	verbs without changing the root word <ul style="list-style-type: none"> • Adding –er and –est to adjectives without changing the root word • Vowel digraphs and trigraphs • New consonant spellings ph and wh • Using k for the k sound 					
	<ul style="list-style-type: none"> • ar • S ee 	<ul style="list-style-type: none"> • ou • ow (ou), ow (o), ue, ew 	<ul style="list-style-type: none"> • are (er sound) 			
PUNCTUATION	<ul style="list-style-type: none"> • Leave spaces between words • Use capitalisation for names, places, days of the week and the person pronoun 'I' 	<ul style="list-style-type: none"> • Leave spaces between words • Use capitalisation for names, places, days of the week and the person pronoun 'I' • Use question marks correctly 	<ul style="list-style-type: none"> • Leave spaces between words • Use capitalisation for names, places, days of the week and the person pronoun 'I' 	<ul style="list-style-type: none"> • Leave spaces between words • Use capitalisation for names, places, days of the week and the person pronoun 'I' • Use question marks correctly 	<ul style="list-style-type: none"> • Use question marks correctly • Use exclamation marks correctly 	<ul style="list-style-type: none"> • Use question marks correctly • Use exclamation marks correctly
HANDWRITING	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Form lower case letters in the correct direction, starting and finishing at the right place • Form capital letters • Form digits 0-9 Understand which letters belong to which handwriting 'families' (ie. letters that are formed in similar ways) and practise these					
ASSESSMENTS	RS GAPS half termly test RS READING half termly test	Phonics screening check (2012) RS GAPS half termly test RS READING half termly test	Phonics screening check (2013) RS GAPS half termly test RS READING half termly test	Phonics screening check (2014) RS GAPS half termly test RS READING half termly test	Phonics screening check (2015) RS GAPS half termly test RS READING half termly test	Phonics screening check (2016) RS GAPS half termly test RS READING half termly test

Year 1	Autumn 2	Autumn 1	Spring 1	Spring 2	Summer 2	Summer 1
	Penguins, Possums and Pigs	Fire! Fire!	Growth and Green Fingers	Family Album	The Great Outdoors	Robots
Lead Subjects	Geography	History	Science	History	Science	Science
	Hot and cold areas of the world	Events beyond living memory - Great Fire of London	Plants - basic structure and observing growth over time	Changes within living memory	Everyday materials - naming of materials and their properties	Human body and senses
	Science	Design and Technology	Design and Technology	Art and Design	Geography	Music

	Common animals other than humans and their basic structure	Mechanisms - pop ups and simple card levers	Food - preparing and combining foods	Self-portraits - drawing and painting in charcoal, chalk, pastels and watercolours developed into digital art	Fieldwork in the school grounds	Experimenting with and creating musical patterns
	Art and Design	Music	Art and Design	Geography	Design and Technology	
	Drawing in pastel developed into 3D using clay	Using voices expressively - singing songs, speaking chants and rhymes	Observational drawings and paintings developed into printmaking	UK countries and capital cities	Structures - stability and strength	
					Physical Education	
				Outdoor and adventurous activities - developing trails		
Additional Subjects	PSHE	Art and Design		Music	<i>tbc February 2015</i>	<i>tbc April 2015</i>
	History					
Computing - Information Technology (IT), Computer Science (CS), Digital Literacy (DL)						
	IT - text and images	IT - digital research	CS / IT - computational thinking	IT / DL - recognise common uses of IT beyond school / hardware	IT - digital research	CS - programming
Mathematics						
Additional opportunities for contextual learning and using and applying mathematics linked to the themes. Lancashire mathematics planning should be used for discrete mathematics lessons.						
English	English					
	Stories by the same author	Repetitive patterned stories	Classic stories	Traditional tales	Stories with familiar settings	Stories with fantasy settings
	Non-chronological reports	Poems on a theme	Instructions	Recounts	Non-fiction texts: booklets	Recounts
	Poems on a theme	Range of non-fiction texts	Traditional rhymes		Traditional rhymes	Poems for learning by heart

Ongoing	Science	Geography	Physical Education	eSafety	English
	<p>Nature and field journals - observations over time of seasonal changes, plants, weather and length of day</p>		<p>Master basic movements and begin to apply these in a range of activities. These activities must include team games and performing dances. Lancashire KS1 PE scheme of work would support children's learning in PE.</p>	<p>Whenever children are engaged in electronic communication, establish and reinforce messages about using technology safely and responsibly.</p>	<p>Spelling and handwriting should be taught discretely. Refer to the key learning in writing document for progression guidance.</p>

Writing Purposes

PERSUADE	Formal letters	Advertisements	Leaflets/ flyer/ pamphlet	Speeches	Balanced arguments	Radio advert	Book blurb	Discussion	Debate
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INFORM/ EXPLAIN	Explanations	Instructions	News Reports	Non-Chronological Reports
	Encyclopaedia entry	List of rules	Interview	Leaflet
	Technical manual	Recipe	Review / sports review	Information (eg history link)
	Science investigation	Directions / route planner	Recount (report)	
		Technical instructions	Article/ Magazine article	
			Eyewitness report	

ENTERTAIN	Narrative	Recount	Poetry	Descriptive Writing	Play Script
	Traditional Tale	Letter	Free Verse (inc. Conversation, Monologue, List Poems)		
	Fantasy Adventure	Postcard	Visual Poems (Calligrams, Shape, Concrete)		
	Story with patterned language	Personal diary entry	Structured Poems (cinquain, quatrain, couplets, rap, limerick, kennings, haiku, tanka, renga, ballads, question and answer poems)		
	Stories with familiar settings	Retell event			
	Myths	Biography			
	Legends	Autobiography			
	Fables				
	Stories from other cultures				
	Adventure				
	Mystery				
	Issue / dilemma				
	<ul style="list-style-type: none"> • Wanted poster • Diary entry of character • Eyewitness account as character 				
	Imaginary world / Sci-fi				
Flashback/ Flashforwards					