Year 1 Long Term Overview

Writing purpose and key texts

Term	m Autumn							Spring				Summer										
Purpose/ genre Inform Entertain Persuade Discuss	Fact sheet	Narrative	Narrative	Historical recount	Shape Poetry	Narrative	VGP & VIPERS WEEK	Historical recount	Non-chro nological report	Non-chro nological report	Short story	Writing assessme nt	Free verse poetry	Traditiona I tale	Historical recount	Fantasy narrative	Adventur e narrative	Fictional Postcard	Instructio ns	Rhyming poetry	Fantasy narrative	Letter
Final written outcome	Descripti on of class birds	Short charact er descripti on	Sequen ced sentenc es for beginnin g, middle and end	Sequen ced sentenc es for beginnin g, middle and end	Firework poems	Retell a familiar story		Retell the Christma s Story	Fact File about pets	Weather forecast	Rewrite a familiar story		Animal poetry (adapt lynx)	Rewrite a familiar story	Rewrite the Easter story	Rewrite The Rainbow Fish story	Rewrite Tiddler with a beginnin g, middle and end	Postcard to Syd	How to make a jam sandwic h	Rhyming verse (sea creature) adapt ynx	Rewrite The Shark in the Dark	Letter to our new teacher
Audience	Teacher	Teacher	Teacher	Year 2 children (swap)	Younger children (FS)	Teacher		Open the book?	Next year 1 class	Class (video - present)	Parents	Teacher	World book day author (competit ion)	Younger children	Methodi st church (link to trip)	Teacher	Teacher	· ·	Recipe book	Poetry festival	Teacher	New Teacher
Time	1 session	11 sessions	15 sessions	4 sessions	4 sessions	11 sessions	2 sessions	2 sessions	3 weeks	2 weeks	2 weeks	1 week	2 weeks	2 weeks	1 week	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	2 weeks	1 week

Key text/s	Supertat o	Superworm	The Gunpow der Plot	Zim Zam Zoom	Charlie's Superher o Underpa nts		Weather	The Gruffalo	The Booktime Book of Fantastic Poems Fantastic First	The Little Red Hen	The Easter story	The Rainbow Fish	Tiddler	Granda d's Island	The Lighthou se Keeper's Lunch	Commo tion in the Ocean	The Shark in the Dark	
									Rumble in the Jungle						Seed of the Control			
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National Curriculum Objectives

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Composition (planning, drafting, editing and proof-reading)	composing a sentersequencing sentence	at they are going to write about nce orally before writing it ces to form short narratives by have written to check that it make	es sense			

	•	tten with the teacher or other pupils early enough to be heard by their pe	eers and the teacher			
NC: Sentence level	How words can combine to make sentences - including the use of nouns and verbs		Joining words and joining clauses using 'and'	How words can combine to make sentences		
NC: Word level (including punctuation)	Leave spaces between words Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Using a capital letter for names of people, places, the days of the week, and the personal pronoun '!'	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Leave spaces between words Using a capital letter for names of people, places, the days of the week, and the personal pronoun "!" Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	
NC: Grammar terminology	letter, capital letter, word, sentence, punctuation, full stop,	letter, capital letter, word, sentence, punctuation, full stop,	letter, capital letter, word, sentence, punctuation, full stop, exclamation mark	letter, capital letter, word,, sentence, punctuation, full stop, question mark, exclamation mark	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
NC: Spelling	Name the letters of the alphabet: • naming the letters of the alphabet in order	Add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person			Add prefixes and suffixes: using the spelling rule for adding –s or –es as the plural marker for nouns and the third person	Add prefixes and suffixes: using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example,

		singular marker for verbs			singular marker for verbs using the prefix un-	helping, helped, helper, eating, quicker, quickest]	
NC: Spelling	Discrete spelling lessons - see long term plan Spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week Name the letters of the alphabet: • using letter names to distinguish between alternative spellings of the same sound Apply simple spelling rules and guidance, as listed in English appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far						
NC: Handwriting	Sit correctly at a table, hold Begin to form lower-case le form capital letters Form digits 0-9	ng term plan. Application in writing I ling a pencil comfortably and correct tters in the correct direction, starting elong to which handwriting 'families'	ctly	ways) and to practise these			

Writing purpose compositional choices

This should also include revisited learning from other years	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Writing to entertain		 Pictures or illustrations can help the reader see what you are writing about in their mind Use a title to hook the reader's interest and to know what the writing might be about 							

	 Stories usually have a main character and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Introduce idea of fall-rise story shape for basic narrative structure
Writing to inform	 Pictures or illustrations can help the reader see what you are writing about in their mind Use a title to hook the reader's interest and to know what the writing might be about Use labels or captions to show the reader something they might not know about You could speak to the reader directly, using 'you' if you need to tell them or ask them to do something

Genre features

ı	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 1
Genre Features	Factsheet:	Poetry - shape	Biography:	N		Poetry shape:
T	Title	Descriptive language around	Describe and discuss the life of a			Specific structures of poems can
S	Sub-headings to section	theme of poem	real person		Explanation:	include exploring surprising
i	information	Shape reflects theme	Factual information		Contains diagrams/illustrations	and/or unusual word
F	Factual information	Use of alliteration	The person's life story is told with		with labels	combinations to experiment with
F	Pictures with captions/labels	Use interesting adjectives	respect to other people and		May have technical vocabulary	expressive and figurative
U	Use of technical language		events of the time in which they		specific to the topic being	language
			lived		explained	Poetry will often use metaphor
<u> </u>	Narrative - character description		Usually written in third-person		Usually in present tense to clarify	and / or personification to create
	Describe what the character		Incidents, dialogue, and people		for the reader how something	vivid images for the reader by
I.	looks like		are accurate and from a reliable		works at the time of writing	comparison with something that
	Describe how the character acts		source		Stages of a process are clearly	is more readily visualised or
	Describe what the character		Usually structured in		broken down into steps to make	understood
f	feels		chronological order		this understandable for the	Shape enhances theme

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Use interesting adjectives			reader to follow	Well presented with high impact
		Poetry narrative:		
Narrative - sequence sentences.		Specific structures of poems can		
See below		include exploring surprising		
		and/or unusual word		
		combinations to experiment with		
		expressive and figurative		
		language		
		Poetry will often use metaphor		
		and / or personification to create		1
		vivid images for the reader by		
		comparison with something that		
		is more readily visualised or		
		understood		
		Include all the elements of a story		
		such as characters, setting,		
		conflict, dialogue, climax,		
		resolution, etc.		
		Narrative poems use literary		
		devices such as similes ,		
		metaphors and figurative		
		language		
		Narrative poems often rhyme		
		although not always		
Narrative:				
Sequence sentences to form a beg	rinning middle and end			
Use adjectives for description of ch	_			
Introduce idea of fall-rise story shap	•			
Sacra an am the story strup				