

Writing long term plan year 1 and 2

The table below shows the topic being taught, the class story currently being read (in blue) and the text type with a list of lesson objectives. These should be taught as individual lessons (you may combine or add others if you feel it is needed) and then children should be given time to plan (verbally with year 1, written in year 2), write and revise/edit.

Text type features to be taught		
Autumn 1 (7 ½ weeks) 'Going wild' Animals	First 1 ½ weeks – Independent baseline writing (recount of summer holidays) - Year 1/2 sentence structure and punctuation	
	Where the wild things are – Maurice Sendak	
	Narrative – Re-tell of 'Where the wild things are' (2 weeks) <ul style="list-style-type: none"> ● To use a capital letter for the start of a sentence. ● To use a full stop accurately. ● To use an exclamation mark accurately. ● To use 'and' to join ideas ● To use interesting adjectives to describe ● To sequence sentences to form a narrative 	Narrative – Re-tell of 'Where the wild things are' (2 weeks) <ul style="list-style-type: none"> ● To use a capital letter for the start of a sentence. ● To use a full stop accurately. ● To use an exclamation mark accurately. ● To use 'and' and 'but' to join ideas ● To use interesting adjectives to describe ● To sequence sentences to form a narrative
	The tiger who came to tea – Judith Kerr	
	Recount - Diary entry as Sophie (2 weeks) <ul style="list-style-type: none"> ● To use capital letters to start a sentence and for names of people and the personal pronoun 'I' ● To demarcate sentences with full stops correctly. ● To use exclamation marks accurately. ● To link events together using time conjunctions ● To use interesting adjectives to describe. ● To use 'and' to link ideas. ● To sequence sentences to form a diary entry. 	Recount - Diary entry as Sophie (2 weeks) <ul style="list-style-type: none"> ● To demarcate sentences with capital letters and full stops correctly. ● To use expanded noun phrases. ● To use exclamation marks accurately. ● To use commas to separate items in a list. ● To link events together using time conjunctions ● To use coordination and subordination to link ideas. ● To sequence sentences to form a diary entry.
	Narrative – Re-tell of 'The tiger who came to tea' (2 weeks) <ul style="list-style-type: none"> ● To use a capital letter for the start of a sentence. ● To use a capital letter for names of people and the personal pronoun 'I'. ● To use a full stop accurately. ● To use a question mark accurately. ● To use 'and' to join ideas ● To sequence sentences to form a narrative 	Narrative – Re-tell of 'The tiger who came to tea' (2 weeks) <ul style="list-style-type: none"> ● To use a capital letter for the start of a sentence and names of people. ● To demarcate sentences with full stops accurately. ● To use a question mark accurately. ● To use an apostrophe for contraction accurately ● To use conjunctions 'because', 'and' and 'but' to join ideas ● To use commas to separate items in a list ● To sequence sentences to form a narrative

<p>Autumn 2 (7 weeks) 'Come fly with me' Arctic Circle</p>	<p>The polar bear son – Lydia Dabovich</p>	
	<p>Narrative – Re-tell of 'The polar bear son' (2 weeks)</p> <ul style="list-style-type: none"> ● To use a capital letter for the start of a sentence, names of people and places. ● To demarcate sentences with full stops accurately. ● To use exclamation marks accurately in writing ● To use conjunctions 'and' and 'but' to join ideas ● To use interesting adjectives to add detail to writing ● To sequence sentences to form a narrative 	<p>Narrative – Re-tell of 'The polar bear son' (2 weeks)</p> <ul style="list-style-type: none"> ● To use a capital letter for the start of a sentence, names of people and places. ● To demarcate sentences with full stops accurately. ● To use exclamation and question marks accurately in writing ● To use a range of conjunctions to join ideas. ● To use adjectives and extended noun phrases to add detail to writing ● To use inverted commas to punctuate speech ● To spell contractions using apostrophes ● To sequence sentences to form a narrative
	<p>Who lives here? Polar animals – Deborah Hodge</p>	
	<p>Poetry (3 weeks)</p> <ul style="list-style-type: none"> ● To perform with actions, expression and tone. ● To use interesting and ambitious adjectives. ● To understand and compile a bank of rhyming words. ● To write a calligram. <p>Non-chronological report – Polar animals (2 weeks)</p> <ul style="list-style-type: none"> ● To use a capital letter for the start of a sentence and names of places. ● To demarcate sentences with full stops accurately. ● To demarcate sentences with question marks accurately. ● To use conjunctions to join ideas ● To use adjectives to add detail to writing ● To sequence sentences to form a non-chronological report. 	<p>Poetry (3 weeks)</p> <ul style="list-style-type: none"> ● To perform with actions, expression and tone. ● To use interesting and ambitious adjectives. ● To understand and compile a bank of rhyming words. ● To write a calligram. <p>Non-chronological report – Polar animals (2 weeks)</p> <ul style="list-style-type: none"> ● To use a capital letter for the start of a sentence and names of places. ● To demarcate sentences with full stops, question marks and exclamation marks accurately. ● To use a range of conjunctions to join ideas ● To use commas to separate items in a list ● To use adjectives and extended noun phrases to add detail to writing ● To use an apostrophe for singular possession. ● To sequence sentences to form a non-chronological report.

Whatever next! – Jill Murphy

Procedure (instructions) - How to fly to the moon (2 weeks)

- To use a capital letter for the start of a sentence and names of people and places.
- To demarcate sentences with full stops and accurately.
- To demarcate sentences with question marks accurately.
- To use exclamation marks accurately.
- To use conjunctions to join ideas
- To use imperative (bossy) verbs to give instructions.
- To sequence sentences to form a procedure text.

Recount- Postcard from the moon (1 ½ weeks)

- To use capital letters to start a sentence and for names of people and the personal pronoun 'I'
- To demarcate sentences with full stops correctly.
- To use exclamation marks and question marks accurately.
- To link events together using time conjunctions
- To use interesting adjectives to describe.
- To use 'and' to link ideas.
- To sequence sentences to form a postcard.

Procedure (instructions) - How to fly to the moon (2 weeks)

- To use a capital letter for the start of a sentence and names of people and places.
- To demarcate sentences with full stops, question marks and exclamation marks accurately.
- To use sentences with different forms: statements, questions, exclamations and commands.
- To use a range of conjunctions to join ideas
- To use imperative (bossy) verbs to give instructions.
- To proofread writing to check for errors in spelling, grammar and punctuation.
- To sequence sentences to form a procedure text.

Recount- Postcard from the moon (1 ½ weeks)

- To use a capital letter for the start of a sentence, names of places and the personal pronoun 'I'.
- To demarcate sentences with full stops, question marks and exclamation marks accurately.
- To link events together using time conjunctions
- To use interesting adjectives and expanded noun phrases to describe.
- To use a range of conjunctions to link ideas.
- To use an apostrophe for singular possession
- To use commas to separate items in a list
- To proofread writing to check for errors in spelling, grammar and punctuation.
- To sequence sentences to form a postcard.

Peace at last – Jill Murphy

Narrative - Re-tell of 'Peace at last' (2 weeks)

- To use a capital letter for the start of a sentence, the personal pronoun 'I' and names of people.
- To demarcate sentences with full stops accurately.
- To use exclamation marks accurately in writing
- To use conjunctions 'and' and 'but' to join ideas
- To use interesting adjectives to add detail to writing
- To sequence sentences to form a narrative

Narrative - Re-tell of 'Peace at last' (2 weeks)

- To use a capital letter for the start of a sentence, names of people and places.
- To demarcate sentences with full stops, question marks and exclamation marks accurately.
- To link events together using time conjunctions
- To use interesting adjectives and expanded noun phrases to describe.
- To use a range of conjunctions to link ideas.
- To use an apostrophe for singular possession
- To use commas to separate items in a list
- To sequence sentences to form a postcard.
- To proofread writing to check for errors in spelling, grammar and punctuation.
- To make changes to improve the effect and impact of my writing.

Spring 1
(5 ½ weeks)

‘Inter-nation media station’,
Media and broadcasting

The pirates next door – Johnny Duddle

Letter to the Jolley-Rogers from the neighbours (2 weeks)

- To use a capital letter for the start of a sentence, the personal pronoun 'I' and names of people and places.
- To demarcate sentences with full stops accurately.
- To link events together using time conjunctions
- To use exclamation marks accurately in writing
- To use conjunctions 'and' and 'but' to join ideas
- To use interesting adjectives to add detail to writing
- To sequence sentences to form a letter

Recount – Diary entry as Tilda on the pirate ship (2 weeks)

- To use a capital letter for the start of a sentence, the personal pronoun 'I' and names of people and places.
- To demarcate sentences with full stops accurately.
- To use conjunctions 'and' and 'but' to join ideas
- To use time conjunctions to link events.
- To use a range of interesting adjectives to describe characters and settings.
- To use exclamation and question marks accurately in writing.
- To spell the days of the week accurately.
- To sequence sentences to form a diary entry.

Letter to the Jolley-Rogers from the neighbours (2 weeks)

- To demarcate sentences with capital letters, full stops, question marks and exclamation marks accurately.
- To link events together using time conjunctions
- To use interesting adjectives and expanded noun phrases to describe.
- To use a range of conjunctions to link ideas.
- To use an apostrophe for singular possession
- To use commas to separate items in a list
- To sequence sentences to form a postcard.
- To proofread writing to check for errors in spelling, grammar and punctuation.
- To make changes to improve the effect and impact of my writing.

Recount – Diary entry as Tilda on the pirate ship (2 weeks)

- To demarcate sentences with capital letters, full stops, question marks and exclamation marks accurately.
- To use a range of subordinating and coordinating conjunctions to link ideas.
- To use interesting adjectives and expanded noun phrases to describe.
- To use a range of time conjunctions to link events together.
- To use an apostrophe for contraction.
- To sequence sentences to form a postcard.
- To proofread writing to check for errors in spelling, grammar and punctuation.
- To make changes to improve the effect and impact of my writing.

Spring 2 (6 weeks)
'Land ahoy!'
Pirates

The night pirates – Peter Harris and Deborah Allwright

Narrative – Retell of The Night Pirates (2 weeks)

- To use a capital letter for the start of a sentence, the personal pronoun 'I' and names of people.
- To demarcate sentences with full stops accurately.
- To use exclamation marks accurately in writing
- To use conjunctions 'and' and 'but' to join ideas
- To use a range of interesting adjectives to describe characters and settings.
- To use time conjunctions to sequence ideas.
- To sequence sentences to form a narrative

Narrative – Retell of The Night Pirates (2 weeks)

- To punctuate sentences accurately.
- To link events together using time conjunctions
- To use interesting adjectives and expanded noun phrases to describe.
- To use a range of conjunctions to link ideas.
- To use an apostrophe for singular possession
- To use commas to separate items in a list
- To sequence sentences to form a narrative.
- To proofread writing to check for errors in spelling, grammar and punctuation.
- To make changes to improve the effect and impact of my writing.

Where's my mummy? - Jo Brown

Narrative – Retell of Where's my mummy? (2 weeks)

- To use a capital letter for the start of a sentence, the personal pronoun 'I' and names of people.
- To demarcate sentences with full stops accurately.
- To use exclamation marks accurately in writing
- To use conjunctions 'and' and 'but' to join ideas
- To use a range of interesting adjectives to describe characters and settings.
- To use time conjunctions to sequence ideas.
- To sequence sentences to form a narrative

Narrative – Retell of Where's my mummy? (2 weeks)

- To punctuate sentences accurately.
- To link events together using time conjunctions
- To use interesting adjectives and expanded noun phrases to describe.
- To use a range of conjunctions to link ideas.
- To use apostrophes for contraction accurately
- To use commas to separate items in a list
- To use inverted commas to indicate speech
- To sequence sentences to form a narrative.
- To proofread writing to check for errors in spelling, grammar and punctuation.
- To make changes to improve the effect and impact of my writing.

Grandpa's garden – Stella Fry

Procedure – How to grow a... (2 weeks)

Children to plant seeds at the start of this unit of writing and use ideas from the book too

- To use a capital letter for the start of a sentence, the personal pronoun 'I' and names of people.
- To demarcate sentences with full stops accurately.
- To use bullet points to separate items in a list
- To use imperative verbs to begin a sentence
- To use time conjunctions to sequence events.
- To use exclamation marks accurately in writing
- To use conjunctions 'and' and 'but' to join ideas
- To use a range of interesting adjectives and adverbs to describe.
- To sequence sentences to form a procedural text.

Procedure – How to grow a... (2 weeks)

Children to plant seeds at the start of this unit of writing and use ideas from the book too

- To use a capital letter for the start of a sentence, the personal pronoun 'I' and names of people.
- To demarcate sentences with full stops accurately.
- To use bullet points to separate items in a list
- To use imperative verbs to begin a sentence
- To use time conjunctions to sequence events.
- To use a range of conjunctions to link ideas.
- To use a range of interesting adjectives, noun phrases and adverbs to describe.
- To sequence sentences to form a procedural text.
- To proofread and make changes to improve the effect and impact of my writing.

Recount – Letter home about helping Grandpa (2 weeks)

- To use a capital letter for the start of a sentence, the personal pronoun 'I' and names of people and places.
- To demarcate sentences with full stops accurately.
- To use conjunctions 'and' and 'but' to join ideas
- To use time conjunctions to link events.
- To use a range of interesting adjectives to describe characters and settings.
- To use exclamation and question marks accurately in writing.
- To spell the days of the week accurately.
- To sequence sentences to form a letter.

Recount – Letter home about helping Grandpa (2 weeks)

- To use a capital letter for the start of a sentence, names of places and the personal pronoun 'I'.
- To demarcate sentences with full stops, question marks and exclamation marks accurately.
- To link events together using a range of time conjunctions
- To use interesting adjectives and expanded noun phrases to describe.
- To use a range of conjunctions to link ideas.
- To use an apostrophe for singular possession
- To use commas to separate items in a list
- To sequence sentences to form a letter.
- To proofread writing to check for errors in spelling, grammar and punctuation.
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Summer 1 (6 weeks)

'Happy families' Change over time

<p>Summer 2 (6 weeks)</p> <p>'Paddington's passport'</p> <p>Contrasting localities</p>	<p>One day on our blue planet: In the rainforest – Ella Bailey</p>	
	<p>Non-chronological report – Animals in the rainforest (2 weeks)</p> <ul style="list-style-type: none"> ● To use a capital letter for the start of a sentence and names of places. ● To demarcate sentences with full stops accurately. ● To demarcate sentences with question marks and exclamation marks accurately. ● To use conjunctions to join ideas ● To use adjectives to add detail to writing ● To sequence sentences to form a non-chronological report. 	<p>Non-chronological report – Animals in the rainforest (2 weeks)</p> <ul style="list-style-type: none"> ● To use a capital letter for the start of a sentence and names of places. ● To demarcate sentences with full stops, question marks and exclamation marks accurately. ● To use a range of conjunctions to join ideas ● To use commas to separate items in a list ● To use interesting adjectives and extended noun phrases to add detail to writing ● To use an apostrophe for singular possession and contraction. ● To sequence sentences to form a non-chronological report. ● To proofread writing to check for errors in spelling, grammar and punctuation.
	<p>Paddington – Michael Bond</p>	
	<p>Recount – Letter from Paddington to his Aunt (2 weeks)</p> <ul style="list-style-type: none"> ● To use a capital letter for the start of a sentence, the personal pronoun 'I' and names of people and places. ● To demarcate sentences with full stops accurately. ● To use conjunctions 'and' and 'but' to join ideas ● To use time conjunctions to link events. ● To use a range of interesting adjectives to describe characters and settings. ● To use exclamation and question marks accurately in writing. ● To spell the days of the week accurately. ● To sequence sentences to form a letter. <p>Narrative – A sequel of Paddington (2 weeks)</p> <ul style="list-style-type: none"> ● To use a capital letter for the start of a sentence, the personal pronoun 'I' and names of people. ● To demarcate sentences with full stops accurately. ● To use exclamation marks accurately in writing ● To use conjunctions 'and' and 'but' to join ideas ● To use a range of interesting adjectives to describe characters and settings. ● To use time conjunctions to sequence ideas. ● To sequence sentences to form a narrative 	<p>Recount – Letter from Paddington to his Aunt (2 weeks)</p> <ul style="list-style-type: none"> ● To use a capital letter for the start of a sentence, names of places and the personal pronoun 'I'. ● To demarcate sentences with full stops, question marks and exclamation marks accurately. ● To link events together using a range of time conjunctions ● To use interesting adjectives and expanded noun phrases to describe. ● To use a range of conjunctions to link ideas. ● To use an apostrophe for singular possession ● To use commas to separate items in a list ● To sequence sentences to form a letter. ● To proofread writing to check for errors in spelling, grammar and punctuation. <p>Narrative – A sequel of Paddington (2 weeks)</p> <ul style="list-style-type: none"> ● To punctuate sentences accurately. ● To link events together using time conjunctions ● To use interesting adjectives, adverbs and expanded noun phrases to describe. ● To use a range of conjunctions to link ideas. ● To use apostrophes for contraction and possession accurately ● To use inverted commas to indicate speech ● To sequence sentences to form a narrative. ● To proofread writing to check for errors in spelling, grammar and punctuation. ● To make changes to improve the effect and impact of my writing.