

Writing planning overview

OAK class – Yr 1

	Theme/text	T4W Focus	Construction (paragraphing/ organisation)	Punctuation (<i>link to No- Nonsense Grammar</i>)	Vocabulary (<i>link to spelling</i>)	Grammar (<i>link to No-Nonsense Grammar</i>)	Cross- curriculum or guided reading links	Outcome
Term 1 Unit 1	Nursery Rhymes (Poetry and Rhyme)	No T4W	Rhyming Words Imitation, repetition and verbal performance	Look at what punctuation is present in Nursery Rhymes. Full stops and capital letters.	Who are the Nursery Rhymes about – what are the character names. Old Language – meanings. Days of the week.	How the grammar makes verbal reciting work. Past tense. Capital Letters Orally compose a sentences and talk about sentences.	Rhyme and songs – link to daily activities in Oak Class for Yr R & Yr1	Confidence to perform Nursery Rhymes to peers. Can hear and highlight rhyme.
Term 1 Unit 2	Traditional Tales : The Enormous Turnip (Fiction)	Imitation, repetition and verbal performance Setting Story Pattern	Repetitive Text Repeated phrases Sequencing	Look at what punctuation is present in Traditional. Full stops and capital letters. What is a sentence? Orally construct a sentence.	Look at descriptive language ie: colour and size.	Looking at using joining words – 'and' Past tense ie: pulled and pulled (adding a suffix) Sequencing sentences to form short narratives. Orally compose a sentences and talk about sentences. Plan a story by talking about your ideas.	Harvest Autumn Vegetables and healthy Eating	Write a traditional tale. To be able to verbally retell a Traditional Tale. List characters. To be able to say who the characters are and what the setting is. Narrative feature, the power of 3, eg they pulled and they pulled and they pulled

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								Start a story with “Once upon a time and end with “They lived happily ever after.” Use a story map.
Term 2 Unit 1	The Owl who was afraid of the dark – Jill Tomlinson	Character dialogues. Descriptions	Story structure. Beginning, Middle and End. Looking at how chapters separate a story in a book.	Capital letters, full stops, commas and exclamation marks/question marks.	Description of ‘Owl,’ other characters, setting and events. Use of “because and but” in sentences.	Past and present tense. Capital Letters – pronouns, personal pronoun I. Developing talk around questions, commands and exclamations. Orally compose a sentences and talk about sentences.	Children’s own experience of dark. Use first person in recounts. Write a real life story. Link to seasons and length of daylight hours. Bonfire Night.	Recount own experience of the dark Exposure to a chapter book. How chapters enhance the reading of a story. Building on chapters in the story. Building own images for stories that are not illustrated. Use of repetition in a story. Use of alliteration and similes.
Term 2 Unit 2	‘Twas the night before Christmas –	Report Repetition Recital	Poem Construction	Use of full stops, commas, question mark, capital letters	Old language – meaning and what words we use today.	Correct pronoun to replace a noun. I.e: ‘I.....looked	Christmas – and their own experiences of Christmas.	Reindeer report To remember and recite all

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	Clement Clarke Moore	Ordering the reindeer and saying the rhyme	Rhyming words at the end of the lines. Lists Descriptions	and exclamation marks to demarcate sentences.	ie: sash and shutters – curtains and windows	out the window.’ Past and present tenses. Sequencing sentences to form short narratives.	Victorian Christmas – eg: Sash windows, nightcap, shutters.	the Reindeer names and in the right order. Familiarity with old language, abbreviations.
Term 3 Unit 1	Paper Dolls – Julia Donaldson (Fiction)	Rhyming names in a list Finishing the last page with text	Ending to a story Repeated lists in a story	Use of full stops, commas, capital letters, question mark and exclamation marks to demarcate sentences.	Look at descriptive language ie: colour, size and emotion.	Look at capital letters for names. Sequencing sentences to form narratives. Joining words using ‘and’ Rehearsing sentences verbally/orally.	PSHE	Write instructions to make your own paper dolls. To remember a list of names in order that rhyme. Write a list of names that rhyme.
Term 3 Unit 2	Out and About – Shirley Hughes – Poetry Wet Cold	(No T4W)	2 or 3 words in 1 line to still have an impact	Use of full stops, commas, capital letters, question mark and exclamation marks to demarcate sentences.	Look at words that rhyme. Link to SOS 2 Spellings.	Look at punctuation in Poetry. Capital letters, full stops and comma’s. How the grammar makes verbal reciting work. Past tense. Capital Letters	Science Seasons Weather	To write our own poem about Seasons / Weather To say a weather poem off by heart

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Term 4 Unit 1	Dogger by Shirley Hughes	Story pattern, losing a toy	Sentences to write a beginning, middle and end	Use of full stops, question mark, capital letters and exclamation marks to demarcate sentences.	Descriptive language – describing characters from Dogger. Colour, size and emotion. Link to SOS 2 Spellings.	Sentences joining with 'and.' Sequencing sentences to form short narratives. Look at plurals – adding s and es.	PSHE	To write a story where something goes wrong and it is resolved
Term 4 Unit 2	The Tiger Who Came to Tea by Judith Kerr	Complexity of plot and focus on characterisation	Beginning, middle and end – story structure. What happens in the story? Talk about the organization when writing a story.	Use of full stops, question mark, capital letters and exclamation marks to demarcate sentences.	Spellings linked to SOS 2 – Tricky Words and high frequency list for Year 1 Adjectives ie: Milk was cold and white. The tiger was big and fluffy.	Sequencing sentences to form short narratives. Joining words such as 'and' introduce others verbally	Animals	Write a shopping list for the tiger. Write a shopping list for something we are going to cook in class. Write a thank you letter from the tiger.
Term 5 Unit 1	The Hungry Caterpillar by Eric Carle	Sequencing a story Learn the Hungry Caterpillar off by heart and recite to Year R	Reading the blurb – how a blurb/synopsis helps us to know what the books is about. Can we write our own blurb/synopsis for books we know.	Use of full stops, commas, question mark, capital letters, and exclamation marks to demarcate sentences.	Capital letters for proper nouns – spelling days of the week correctly.	Add the pre-fix 'un' to write words such as unhappy, unkind, undoing, untie Sequencing sentences to form short narratives.	Science PSHE	To write their own week of eating their favourite foods. Using the days of the week. To spell the days of the week correctly. To use the word 'but' to join clauses.
Term 5 Unit 2	Life Cycles by Camilla Bedoyere	Non-Fiction books	Writing non-fiction information	Use of full stops, commas, capital letters,	Spellings linked to SOS 2 – Tricky Words	Capital letters for nouns.	Science PSHE	Writing their own

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	The Egg to Chick Acorn to Oak	Labelling insect and animal pictures.	texts. Looking at contents pages, page numbers. How to find information. How information is laid out – captions, notes, headings, labels and index.	question mark and exclamation marks to demarcate sentences.	and high frequency list for Year 1	Talk about the meaning of because and when in sentences – moving on from ‘and’		information leaflet/ fact file about an animal or insect. Use labels and captions. Use correct nouns and verbs for non-fiction writing. Use specific vocabulary in non-fiction writing. Write instructions on how to plant a seed.
Term 6 Unit 1	The Whale’s Song by Dylan Sheldon	Sequencing a story	Beginning, middle and end – story structure. What happens in the story? Talk about the organization when writing a story.	Use of full stops, commas, capital letters, question mark and exclamation marks to demarcate sentences.	Spellings linked to SOS 2 – Tricky Words and high frequency list for Year 1	Sequencing sentences to form short narratives. Talk about the meaning of because and when in sentences – moving on from ‘and’	PSHE Environment Animals	Writing a story with a beginning, middle and end Re read story to others. To write an extended piece, read through and check, read to audience.
Term 6 Unit 2	Poems by A.A. Milne	No T4W	How are poems organised? The meter of a poem. Explain that Meters are the patterns of	Use of full stops, capital letters, commas, question mark and	Spellings linked to SOS 2 – Tricky Words and high frequency list for Year 1	Using ‘and’ ‘when’ and because in a written sentence. Not using ‘and’	Science PSHE History	To recite an A.A. Milne poem off by heart eg The End, Wind on the Hill, A

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			feet within a sentence. What does it sound like? Can we change any words in the poem to make it our own.	exclamation marks to demarcate sentences.		more than twice in a sentence. Re-reading to others and ensuring our writing makes sense.		Thought, from Now We Are Six. Happiness, from When We Were Very Young. To write their own poem to read to their family or another class.
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