






Year 1 Writing LTP

	Autumn		Spring		Summer	
<p>Texts & Writing focus</p>					 <p align="center">The Snail and the Whale – Julia Donaldson</p>	
Writing Focus	<p>Labels & captions Narrative</p>	<p>Description Explanation Instructions Narrative</p>	<p>Explanation Narrative</p>	<p>Report Persuasive Letter</p>	<p>Description Letter Recount Non-chronological report</p>	<p>Description Persuasive Narrative</p>
Vocabulary, Grammar & Punctuation	<ul style="list-style-type: none"> composes phrases and sentences orally speaks in sentences shows an awareness of how full stops are used in writing or reading organises writing correctly (top to bottom, left to right) writing may need some mediation 		<ul style="list-style-type: none"> composes phrases and sentences orally and attempts to replicate them in writing (little mediation needed – most can be read by a teacher) Some sentences use capital letters and full stops correctly begins to use capital letters for names recognises basic punctuation, question marks and exclamation marks in print understands that <i>and</i> can join words and sentences 		<ul style="list-style-type: none"> Writes sentences that makes sense using capital letters and full stops correctly most of the time uses <i>and</i> to join words and clauses sequences sentences to form short narratives uses capital letters for names of people, places, days of the week and the personal pronoun I Some evidence of using question marks and exclamation marks correctly in writing uses some descriptive language 	
Writing Composition/ Process	<ul style="list-style-type: none"> sequences short narratives orally and pictorially based on real and fictional experiences 		<ul style="list-style-type: none"> begins to write short narratives based on real and fictional experiences (at least 3 sentences independently) 		<ul style="list-style-type: none"> writes short narratives based on real and fictional experiences uses a simple plan (e.g. storyboard, flowchart) 	

	<ul style="list-style-type: none"> • says out loud what is going to be written about • Attempt to write spoken sentence 	<ul style="list-style-type: none"> • includes a simple beginning, middle and end in writing • discusses what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • reads what has been written to check it makes sense • makes simple changes to writing where suggested by an adult • reads aloud own writing clearly enough to be heard by peers and the teacher
Handwriting	<ul style="list-style-type: none"> • sits correctly at the table and holds a pencil comfortably and correctly • distinguishes between lower case letters and capital letters 	<ul style="list-style-type: none"> • uses knowledge of handwriting 'families' to begin to form letters correctly • spaces evident between words 	<ul style="list-style-type: none"> • begins to form lower case letters in the correct direction starting and finishing in the right place • forms capital letters correctly
Spelling	See Phonics Planning and Progression Documents		