

Year One Writing Long-Term Plan

Speaking and listening objectives:

Listen & respond appropriately to adults and their peers

Ask relevant questions to extend their understanding and knowledge

Maintain attention & participate actively in collaborative conversations, staying on topic and initiating and responding to comments

Suggested activities:

Thought tracking	Rainbowing
Freeze frame	Word tennis
Hot seating	Babble gabble
Flashbacks	Telephone conversations
	Masks/puppets

Purpose for writing (Concept)	To Entertain	To Entertain	To Inform	To Inform	To Entertain	To Inform
	<p>Retell: *Three Little Pigs *Little Red Hen *Aliens love underpants</p> <p>Poetry week: My leaf (a poem using adjectives)</p>	<p>Describing characters: Three Billy Goats</p> <p>Speech Bubbles and Speaking and listening: Goldilocks- Filling in speech bubbles for how the bears feel.</p> <p>Picture book: The snowman zig zag book</p>	<p>Speeches week: protect our bugs (Speak Up)</p> <p>Instructions: How to make a pirate hat.</p> <p>Speaking and listening unit. Asking questions about other people and talking about wishes and talking about hopes for the future. (Look up)</p> <p>Retell: Little Red Riding Hood</p>	<p>Retell: Jack and the Beanstalk</p> <p>Letter writing: write a letter based upon an experience/trip.</p> <p>Non-Chronological fact files on pets: The tiger who came to tea.</p>	<p>Retell: The magic porridge pot</p> <p>Describing setting/character: Lost and Found</p> <p>Substitution: The Enormous Turnip - my enormous tale!</p>	<p>Retell: The Three Little Pigs.</p> <p>Non-Chronological Fact file: Six Dinners Sid. Pet fact files.</p> <p>Letter all about me to my new teacher: What happened to you? (James Catchpole)</p> <p>Performance poetry: perform nursery rhymes.</p>
SPaG skills	Full stop Capital letter	Sentence adjective	Question mark Exclamation mark	Joining words Single/plural	Mastery	Mastery

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Stimulus	Rationale
<p>The Three little pigs The Three Billy Goat's Gruff Goldilocks and the Three Bears Jack and the beanstalk The magic porridge pot Little Red Riding hood (All Usborne)</p>	<p>These traditional tales have been chosen to enable pupils to retrieve previous learning in Reception as they read, join in with the repetitive refrain and then retell them.</p> <p>Prior learning, role playing and exploration of the texts using tuff spot activities, allow them to be familiar for the children as they make the correspondence between the written and read word. Knowing the stories well orally, enables them to make links to their own written work as they retell in their own words incorporating the repeated rhyme within them.</p> <p>Vocabulary is broadened through these traditional tales as well as tier 1 vocabulary being mastered – especially for those who enter with low range of vocabulary. The repetition and structure allow for acquisition to occur.</p>
The Little Red Hen	<p>Prior learning, role playing and exploration of the texts using tuff spot activities, allow them to be familiar for the children as they make the correspondence between the written and read word. Knowing the stories well orally, enables them to make links to their own written work as they retell in their own words incorporating the repeated rhyme within them.</p>
The Snowman	<p>This picture book allows for children to develop their oral story telling. The magical tale of the snow man coming to life is captivating and it allows children to grow their vocabulary relating to the winter season and to Christmas.</p>
Aliens love underpants	<p>A familiar text from Reception allows the children to confidently retell and to explore drawing and describing their very own alien – and the pants it wears!</p>
The enormous turnip – an enormous tale	<p>In Reception, children learn the story of the enormous turnip. Children use this shared knowledge to then create their own enormous tale. These nurtures the skills of substitution and text-mapping.</p>
The Tiger who came to tea (Gold) (RWI)	<p>This is above in reading level, but the aim is for the adult to read the text and for children to be able to orally retell the story and to engage with the characters. It is exciting and out of the everyday experience to give the children an opportunity to apply their imagination.</p>
Six Dinners Sid (RWI)	<p>This humorous story allows for the children to explore repetition and counting in the story – providing the perfect model for them to create their own stories or fact files on characters or animals.</p>

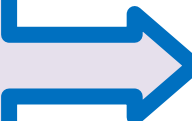
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Look up! / Speak up! (Age 6-8)	This BAME text allows for the children to enable pupils to make connections to texts by the same author as Clean Up is a text familiar to them from Reception. Children can follow the character on their next adventure and make connections between the two books.
Lost and Found (RWI)	The theme of friendship is an important one in literature so therefore this book explores relationships – allowing children to develop their vocabulary.