



English Long-Term Planning: Year 1

| | Autumn | Spring | Summer |
|---------------------|--|--|--|
| Rich Texts | <ul style="list-style-type: none"> Traditional Tales The Dot Ruby's Worry Funny Bones | <ul style="list-style-type: none"> Julia Donaldson stories The Tiger who came to Tea | <ul style="list-style-type: none"> Handa's Surprise The Lighthouse Keeper's Lunch |
| Fiction Writing | <ul style="list-style-type: none"> Character Descriptions Sequencing short narratives Setting description | <ul style="list-style-type: none"> Character Descriptions Setting Descriptions Retelling narratives - sequencing | <ul style="list-style-type: none"> Character Descriptions Setting Descriptions Retelling narratives Narrative writing |
| Non-Fiction Writing | <ul style="list-style-type: none"> Letters Instructions Missing Poster | <ul style="list-style-type: none"> Non-chronl report – worms Non-chronological report – London Questions Instructions | <ul style="list-style-type: none"> Instructions Book Reviews Letters Non Chron Reports |
| Punctuation | <ul style="list-style-type: none"> awareness of how full stops are used in writing or reading | <ul style="list-style-type: none"> Capital letters to start a sentence Full stops Capital letters for names Recognise - question marks and exclamation marks in print | <ul style="list-style-type: none"> Capital letters to start a sentence Full stops Capital letters for names of people, places, days of the week and the personal pronoun 'I' question marks exclamation marks |
| Grammar | <ul style="list-style-type: none"> Speaking in sentences replicate simple sentences in writing (some mediation needed) organise writing correctly (top to bottom, left to right) nouns | <ul style="list-style-type: none"> Organises writing correctly (top to bottom, left to right) Conjunction 'and' Nouns adjectives simple noun phrases verbs | <ul style="list-style-type: none"> conjunction 'and' nouns adjectives simple noun phrases past tense verbs |



English Writing Assessment Framework: Year 1

| On track for expected ARE in Year 1 | Autumn | Spring | Summer |
|-------------------------------------|--|---|--|
| Composition (NF) | <ul style="list-style-type: none"> Orally retells a simple recount of a real event | <ul style="list-style-type: none"> Writes a simple recount of a real event. Write in first person using a capital letter for the personal pronoun 'I'. | <ul style="list-style-type: none"> Begin to Structure different styles of writing, using some features of the given form. Uses a simple plan to support writing Re-reads what has been written to check it makes sense Writes in sequence using words to signal time (e.g. first, next, after that, finally) Reads aloud their writing to teachers and peers. |
| Composition (F) | <ul style="list-style-type: none"> Understands what a sentence is and recognises sentences in reading. Sequences short narratives orally and pictorially based on real and fictional experiences Organises writing correctly (top to bottom, left to right) | <ul style="list-style-type: none"> Begins to write short narratives based on real and fictional experiences Includes a simple beginning, middle and end in writing Uses some predictable and patterned language in own writing drawn from reading and role play. Begins to use a simple story plan | <ul style="list-style-type: none"> Sequences sentences to form short narratives Writes short narratives based on real and fictional experiences Re-reads what has been written to check it makes sense Can make and use a simple story plan |
| Punctuation | <ul style="list-style-type: none"> Shows an awareness of how full stops are used in writing or reading | <ul style="list-style-type: none"> Uses capital letters and full stops at times Begins to use capital letters for names Recognises basic punctuation; question marks and exclamation marks in print | <ul style="list-style-type: none"> Writes sentences that makes sense using capital letters and full stops Uses capital letters for names of people, places, days of the week and the personal pronoun 'I' Begins to use question marks and exclamation marks in writing |
| Grammar | <ul style="list-style-type: none"> Speaks in sentences Composes phrases and sentences orally and attempts to replicate them in writing (some mediation needed) Begins to organise writing correctly (top to bottom, left to right) Begin to understand what a noun is | <ul style="list-style-type: none"> Organises writing correctly (top to bottom, left to right) Understands that 'and' can join words and sentences Composes phrases and sentences orally and attempts to replicate them in writing (little mediation needed) Understand the terms noun and adjective and begin to describe a noun using appropriate adjectives To recognise verbs | <ul style="list-style-type: none"> Uses 'and' to join words Uses some descriptive language (adjectives) Maintains past tense in writing. To have an understanding of the term verb |
| Transcription | <ul style="list-style-type: none"> writing may need some mediation Begins to Separate words with spaces. Sits correctly at the table and holds a pencil comfortably and correctly Distinguishes between lower case letters and capital letters vc words Can spell cvc words (short and long vowels) Can spell some CEW/HFWs | <ul style="list-style-type: none"> Uses knowledge of handwriting 'families' to begin to form letters correctly Spaces evident between words Writes from memory simple dictated sentences, including words using the GPCs and common exception words taught so far. | <ul style="list-style-type: none"> Forms lower case letters in the correct direction starting and finishing in the right place Forms capital letters correctly |