

# Medium term plan for Writing



Year 1	Objectives to be simmering throughout the year.		
	<ul style="list-style-type: none"> <li>• Spelling words containing each of the 40+ phonemes already taught correctly.</li> <li>• Spelling the days of the week correctly.</li> <li>• Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words</li> <li>• Beginning to punctuate sentences using a capital letter and a full stop.</li> <li>• Joining words and clauses using and.</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> <li>• Learning the grammar for year 1 in English Appendix 2.</li> <li>• Use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>		
	Autumn	Spring	Summer
Composition	<ul style="list-style-type: none"> <li>• Some evidence of simple sentence structures.</li> <li>• Sentence structures often repeated.</li> <li>• Attempting to retell elements from familiar stories or write own simple story ideas.</li> <li>• Write sentences by: saying out loud what they are going to write about</li> <li>• Write sentences by: composing a sentence orally before writing it</li> <li>• Usually shows some awareness of</li> </ul>	<ul style="list-style-type: none"> <li>• Creating simple sentences.</li> <li>• Often draw more on the characteristics of spoken language than those of written language (e.g. repetition of pronouns and simple verbs).</li> <li>• Sequencing sentences to form short narratives (e.g. First they packed their stuff. It was very hot. Next they went to the airport and they were very happy.)</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences by: re-reading what they have written to check that it makes sense.</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> <li>• Making simple changes to improve accuracy in their writing (e.g. When told that they need to add full stops to</li> </ul>

	the purpose of the writing.	<ul style="list-style-type: none"> <li>Starting to check writing makes sense through discussion with an adult or peer.</li> <li>Making simple changes to add description to their writing (e.g. Teacher asks "Can you add a word to tell us more about the bear?" Child adds the word "big" where indicated.)</li> <li>Beginning to read their work aloud.</li> </ul>	their writing, the child can add them in the appropriate places at the ends of sentences.)
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>Beginning to use story language to start writing a story.</li> <li>Joining words using and.</li> <li>Beginning to punctuate sentences using a capital letter and a full stop.</li> <li>Using a capital letter for the days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>Joining words and simple clauses using and (e.g. I went to the park and I played on the swings.)</li> <li>Beginning to use adjectives for description.</li> <li>Beginning to punctuate sentences using a question mark or exclamation mark.</li> <li>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use some features of written Standard English.</li> <li>Using adjectives for description independently.</li> <li>Using vocabulary which is appropriate to the subject matter.</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>Beginning to form capital letters.</li> <li>Naming the letters of the alphabet in order.</li> <li>Forming digits 0-9.</li> </ul>	<ul style="list-style-type: none"> <li>Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs (e.g. flowers, buses).</li> <li>Spelling common exception words correctly.</li> <li>Beginning to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Forming capital letters.</li> <li>Using letter names to distinguish between alternative spellings of the same sound.</li> </ul>	<ul style="list-style-type: none"> <li>Using the prefix un- (e.g. unfair).</li> <li>Using -ing, -ed, -er and -est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest).</li> </ul>

