Writing long term plan year 1 and 2

The table below shows the topic being taught, the class story currently being read (in blue) and the text type with a list of features. Children are to be taught how to write each text type using all of the relevant features and also the year group writing standard expectations.

	Text type features to be taught
Autumn 1 (7 ½ weeks) **'Happily ever after'** Fairy tales	**First 2 ½ weeks – basic sentence structure and punctuation** **Little Red Riding Hood – Rob Lloyd Jones (Usborne)** **Storyboard: Little Red Riding Hood (1 week)** • Sequencing events from the story. • Placing pictures in order. • Writing a sentence/description for each picture. **Narrative : A tricking the monster story (2 weeks)** • Set the scene • Clear character description • Clear sequential structure with paragraphs • Time adverbs or other devices to show the passage of time (,) … • Remain in the same person for the whole text (either 1st or 3rd) • Remain in past tense • Dialogue " " (inverted commas) • Adjectives, adverbs and descriptive phrases for detail. • Using Tricking the monster story structure (Jonathan Bond) **Snow White and the seven dwarfs – Lesley Sims (Usborne)** **Non-chronological report: The dwarfs (2 weeks)** • Title • Introduction - ? and a fact. • Laid out in **3** sections/paragraphs (given subheadings). • At least 4 sentences per paragraph. • Conclusion – 'Now you know all about… , …' • Present tense used throughout.

Autumn 2 (7 weeks) **'Zero to hero'** Inspirational figures past and present		**Amazing Grace – Mary Hoffman** **Persuasive invitation: Grace inviting her family to come and watch the show (3 weeks)** • Recipient name, address, date etc. • Intro with a ? and a statement - opinion evident through choice of language • Each point/reason in a new paragraph with a topic sentence • Emotive language (surely, obviously etc) • First person • Past tense • Conclusion - simple statement e.g The day at Adventure Island was great. I would love to go again. • From… **Performance poetry: If I was a superhero-Sally Gray (1 week)** • Characterisation (voices and characterisation) • Tone of voice and expression • Speed • Confidence • Sound effects • Movements and gestures • Enthusiasm **How to find gold – Viviane Schwarz** **Instructions/Procedure: How to find… (3 weeks)** • Intro = ? and challenge... • Subheadings e.g You will need: • Bullet points • Ordered steps = imperative verbs with detail for each step. • Numbered steps. • Simple concluding statement ! e.g Sit back and relax! Enjoy! Go on, give it a go!

Spring 1 (6 weeks) **'Light up the world'** The sun – light and heat	**The owl who was afraid of the dark – Jill Tomlinson** **Storyboard: The owl who was afraid of the dark (1 week)** • Sequencing events from the story. • Placing pictures in order. • Writing a sentence/description for each picture. **Recount: Diary entry as Plop (2 weeks)** • Intro – Event with time connective, description (person/place/thing), Specific examples for suspense Feeling ! • Events in chronological order – new paragraph for each event or aspect of event. • A topic sentence to start each paragraph. • 3 detailed paragraphs. • First person • Past tense • Opinion, facts and emotions. • Time adverbs (with commas) and devices to show passages of time. • Conclusion - simple statement e.g What a day! **Out and about poetry – Shirley Hughes** **Performance poetry (1 weeks)** • Characterisation (voices and characterisation) • Tone of voice and expression • Speed • Confidence • Sound effects • Movements and gestures • Enthusiasm **Calligrams / shape poetry (2 weeks)** A calligram can be a poem, a phrase or even a single word. Calligrams use the shape of the letters, words or whole poem to show the subject of the calligram in a visual way.

Spring 2 (5 weeks) **'Unity in the community'** Where I belong	**We're going on a bear hunt – Michael Rosen** **Storyboard: We're going on a bear hunt (1 week)** • Sequencing events from the story. • Placing pictures in order. • Writing a sentence/description for each picture. **Narrative: Stories with repetitive patterns (2 weeks)** • Set the scene • Clear character description • Clear sequential structure with paragraphs • Time adverbs or other devices to show the passage of time (,) … • Remain in the same person for the whole text (either 1st or 3rd) • Remain in past tense • Dialogue " " (inverted commas) • Adjectives, adverbs and descriptive phrases for detail. • Using We're going on a bear hunt as a structure **Not now Bernard – Davis McKee** **Recount: Letter to mum and dad from Bernard (2 weeks)** • Recipient name, address, date etc. • Intro – Event with time connective, description (person/place/thing), Specific examples for suspense Feeling ! • Events in chronological order – new paragraph for each event or aspect of event. • A topic sentence to start each paragraph. • 3 detailed paragraphs. • First person • Past tense • Opinion, facts and emotions. • Time adverbs (with commas) and devices to show passages of time. • Conclusion - simple statement e.g What a day! • From…

Summer 1 (7 weeks) **'The big ship sailed'** Titanic	**The journey home – Frann Preston-Gannon** **Recount – Diary: The orangutan (2 weeks)** • Intro – Event with time connective, description (person/place/thing), Specific examples for suspense Feeling ! • Events in chronological order – new paragraph for each event or aspect of event. • A topic sentence to start each paragraph. • 3 detailed paragraphs. • First person • Past tense • Opinion, facts and emotions. • Time adverbs (with commas) and devices to show passages of time. • Conclusion - simple statement e.g What a day! **The snail and the whale – Julia Donaldson** **Tiddler – Julia Donaldson** **Storyboard: The snail and the whale and then their own story for narrative(2 weeks)** • Sequencing events from the story. • Placing pictures in order. • Writing a sentence/description for each picture. **Narrative – Stories by the same author : Writing their own voyage and return story (3 weeks)** • Set the scene • Clear character description • Clear sequential structure with paragraphs • Time adverbs or other devices to show the passage of time (,) … • Remain in the same person for the whole text (either 1st or 3rd) • Remain in past tense • Dialogue " " (inverted commas) • Adjectives, adverbs and descriptive phrases for detail. • Using Voyage and return story structure (Jonathan Bond)

Summer 2 (6 ½ weeks) **'Never eat shredded wheat'** Food, maps, human and physical geography	**Handa's surprise – Eileen Browne** **Performance poetry: Fruit picking – Jack Ousbey (1 week)** • Characterisation (voices and characterisation) • Tone of voice and expression • Speed • Confidence • Sound effects • Movements and gestures • Enthusiasm **Winter sleep: A hibernation story – Sean Taylor** **Non-chronological reports: Animals that hibernate (2 weeks)** • Title • Introduction - ? and a fact. • Laid out in **3** sections/paragraphs (given subheadings). • At least 4 sentences per paragraph. • Conclusion – 'Now you know all about… , …' • Present tense used throughout. **Explanation: Why animals hibernate (3 weeks)** • Title with a ? • Introduction with a ? and a fact • Facts explaining why animals hibernate • Different paragraph for each fact • Technical language (eg hibernate rather than sleep) • Picture or diagram • Conclusion – Now you know… !