

Medium Term Planning- Writing (2019-2020) - Year 1

	Autumn 1 (8wks)	Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (5wks)	Summer 1 (6wks)	Summer 2 (7wks)
Genre	<ul style="list-style-type: none"> - Contemporary (Predictable patterned) 2wks - Patterns and rhyme poetry 2wks - Recount (autobiography) 2wks 	<ul style="list-style-type: none"> - Non-chronological reports (Wild things) 2wks - Poems on a theme (weather) 2wks - Instructions (Where the wild things are) 2wks 	<ul style="list-style-type: none"> - Non-chronological reports (Great fire) 2wks - Imagery (Great fire) 2wks - Instructions (Gorilla) 2wks 	<ul style="list-style-type: none"> - Traditional (Fairytales) 3wks - Patterns and rhyme poetry (Jack and the beanstalk) 2wks 	<ul style="list-style-type: none"> - Fantasy 3wks - Poems on a theme (animals) 2 weeks 	<ul style="list-style-type: none"> - Contemporary (Familiar settings) 2wks - Imagery poetry (weather) 2wks - Recount (formal) 2 wks
Text	- We're Going on a Bear Hunt	- Where the Wild Things are	- Gorilla	- Jack and the Beanstalk	- Fantastic Mr Fox	- Owl who was afraid of the dark
Paragraph and sentences	- joining words and joining clauses using and	- joining words and joining clauses using and	- joining words and joining clauses using and	- Sequencing sentences to form short narratives	<ul style="list-style-type: none"> - Sequencing sentences to form short narratives - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (Y2 obj) - Expanded noun phrases to describe and specify (Y2 obj) 	<ul style="list-style-type: none"> - Sequencing sentences to form short narratives - Expanded noun phrases to describe and specify (Y2 Obj) - Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) (Y2 obj)
Vocabulary and punctuation	<ul style="list-style-type: none"> - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - using a capital letter for names of people, places, and the personal pronoun 'I' 	<ul style="list-style-type: none"> - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - The present and past tenses correctly and consistently including the progressive form (Y2 obj) 	<ul style="list-style-type: none"> - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Expanded noun phrases to describe and specify (Y2 obj) 	<ul style="list-style-type: none"> - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - The present and past tenses correctly and consistently including the progressive form (Y2 obj) 	<ul style="list-style-type: none"> - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
Contexts	<ul style="list-style-type: none"> - Humans (S) -Homes long ago (H) 	<ul style="list-style-type: none"> - Seasonal changes (S) - Seasonal weather (G) 	<ul style="list-style-type: none"> - Everyday materials (S) -Great fire of London (H) 	<ul style="list-style-type: none"> - plants (S) - Continents and oceans (G) 	<ul style="list-style-type: none"> - Animals (S) - Toys long ago (H) 	<ul style="list-style-type: none"> - Seasonal weather (S) - UK - Barnaby Bear (G)

Spellings:

The following spelling strategies need to be taught across the year during your word and sentence work activities. Children need to be taught the 'rules' for these spellings, which should be identified on planning.

Statutory:

The boundary between revision of work covered in Reception and the introduction of new work may vary according to the programme used, but basic revision should include:

- all letters of the alphabet and the sounds which they most commonly represent
- consonant digraphs which have been taught and the sounds which they represent
- vowel digraphs which have been taught and the sounds which they represent
- the process of segmenting spoken words into sounds before choosing graphemes to represent the sounds
- words with adjacent consonants
- guidance and rules which have been taught

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	-ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed .	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper

	If the verb ends in two consonant letters (the same or different), the ending is simply added on.	
Adding -er and -est to adjectives where no change is needed to the root word	As with verbs (see above), if the adjective ends in two consonant letters (the same or different), the ending is simply added on.	grander, grandest, fresher, freshest, quicker, quickest
Vowel digraphs and trigraphs		
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the and ('oo' and 'yoo') sounds can be spelt as u-e . /u:/ /ju:/	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday
oo	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow	Both the /u:/ and ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo . /ju:/	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear

are (/ɛə/)		bare, dare, care, share, scared
Words ending -y		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix -un	The prefix un- is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our - and/or others, according to the programme used