

Year One - English: Writing - Medium Term Plans - Mengham Infant School

Children's progress is assessed on a nine week cycle following the Hampshire Assessment Model. The National Curriculum Objectives are taught, revisited and built upon within each nine week period. The table below therefore charts the objectives taught within each nine week cycle known as phases. We use the Process 'Talk for Write' developed by Pie Corbet to immerse the pupils in a text, as stimulus for retelling, for changing the text and finally for innovating their own text.

	Objectives covering 'writing composition' (Effect, Text Structure and Organisation, Sentence Structure) - children are taught:	Objectives covering 'Handwriting' Children are taught:	Objectives covering spelling and phonics	Objectives covering Vocabulary, Grammar punctuation and
Throughout the year	<ul style="list-style-type: none"> To discuss what they have written with the teacher or other pupils To read aloud their writing clearly enough to be heard by their peers and the teacher 		To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	To use the grammatical terminology in English Appendix 2 in discussing their writing
Phase One - Autumn Term One into Autumn Term Two September to November Story Writing Traditional Tale of The Ginger Bread Man Instruction Writing How to make gingerbread Story Writing Peace at Last by	<ul style="list-style-type: none"> To select basic ideas and content usually linked to the purpose of a task, e.g. a formulaic opening/ending for a story, a phrase or sentence of information to label a picture, simple commands to give instructions To use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary To re-read what they have written to check that it makes sense To sequence sentences to form short narratives using a simple opening or closing phrase (often formulaic) To write sentences by saying out loud what they are going to write about To recognise sentence boundaries in spoken sentences To use simple words, phrases and clauses in sentence-like structures to communicate meaning To write a simple sentence starting with a noun/proper noun To write a simple sentence with straight forward subject/verb agreement 	<ul style="list-style-type: none"> To sit correctly at a table, holding a pencil comfortably and correctly To begin to form lower-case letters in the correct direction, starting and finishing in the right place To correctly forms capital letters To correctly forms digits 0-9 To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practises these. 	<ul style="list-style-type: none"> To spell words containing each of the 40+ phonemes already taught To correctly spell HFW at L&S Phase 5 or equivalent To spell common exception words taught in this phase To spell all the days of the week (correctly) To name the letters of the alphabet in order To use letter names to distinguish between alternative spellings of the same sound To add prefixes and suffixes as listed in English Appendix 1 To use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs To apply simple spelling rules and guidance, as listed in Yr 1 Hampshire Spelling Guidance Autumn Term 	<ul style="list-style-type: none"> To orally use simple co-ordinating conjunctions -and, but To use determiners - the, a, an, my your, his, her To orally devise alliteration ...a cool cat... ...a sneaky snake... To use prepositions - up, down, in, into, out, to, onto, under, inside, outside, above
The objectives covered in Phase One above are revisited and built upon and opportunities for children become more independent writers are provided as they embed these skills. To support children become independent writers the following objectives are taught:				
Phase Two - Autumn Term Two into Spring Term One November to February Non-chronological Report Using information learnt in science about light and dark Christmas Story Retelling a known story linked to RE	<ul style="list-style-type: none"> To have an awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions To link ideas and events with connecting vocabulary To write a simple sentence starting with a personal pronoun 	Objectives from Phase One are developed and built upon	<ul style="list-style-type: none"> To use -ing, -er and -ed, where no change is needed in the spelling of root words To apply simple spelling 	<ul style="list-style-type: none"> To use noun phrases adjective + noun To use a regular simple-past-tense verb in a sentence - He walked to school. To use first person (I and we), second person (you) and third person (he, she)

<p>Letter to Santa - letter writing</p> <p>Film - 'Up'</p> <ul style="list-style-type: none"> • character description • Journey story <p>Non-fiction text - Historical report - linked to history (first flight)</p> <p>Poetry - flying</p>				<ul style="list-style-type: none"> • To write a sentence that includes an adjective • To use connectives of sequence - first, second, then • To use similes ...as big as an elephant...
<p>The objectives covered in Phase One and Phase Two above are revisited and built upon and opportunities for children become more independent writers are provided as they embed these skills. To support children become independent writers the following objectives are taught:</p>				
<p>Phase Three - Spring Term One into Spring Term Two - February to April</p> <p>Need to put genre and stimulus</p>	<ul style="list-style-type: none"> • To write reliably formed simple and compound sentences 		<ul style="list-style-type: none"> • To add the prefix un- • To add prefixes and suffixes using -er and -est where no change is needed in the spelling of root words • Apply simple spelling rules and guidance, 	<ul style="list-style-type: none"> • To use subject-verb agreement with 'to do, 'to be' and 'to have'
<p>The objectives covered in Phase One, Phase Two and Phase Three above are revisited and built upon and opportunities for children become more independent writers are provided as they embed these skills.</p>				
<p>Summer Term - to achieve the end of year age expectations for Year One</p> <p>Need to put genre and stimulus</p>	<p>Throughout this term children revisit all these objectives to embed the skills they have learnt so that they can achieve the end of year age related expectations:</p>			