



KAT Writing Curriculum – Long-Term Plan – Year 1

Year 1 - Autumn 1	Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
	<p>Sentence dictation Simple sentences (kernel sentences) – Subject (who?) + verb (what?)</p> <p>Link to: RWI texts, UL learning and linked texts</p> <p>A Tiny Seed – Eric Carle Naughty Bus – Jan Oke</p>	<p>Spell words containing RWI Set 1 GPCs. Spell words containing set 2 GPCs. Spell RWI specified green group red words.</p>	<p>Nouns + verbs Single clause (kernel) sentences</p>	<p>Daily handwriting programme. Securing letter formation Sitting letters on the line</p>	<p>Capital letters and full stops. Use capital 'I' for the pronoun 'I'. Spaces between words.</p>	<p>Science: Plants Geography: Here I Am Religion & Worldviews: How do people show they belong? Art & Design: I am an Artist</p>
	C&C	Planning	Editing	Vocabulary		
	<p>- Sentence dictation -Converting fragments into 'single clause' (kernel sentence) by adding a noun or verb Eg Fragment: <i>The plant</i> Single clause (kernel) sentence: <i>The plant grew.</i> <i>The plant needs light.</i> Writing Revolution sentence formation</p>	<p>Oral rehearsal; holding the sentence before writing.</p>	<p>Re –read to check all words are there. Capital letter to begin? Full stop at the end.</p>	<p>Sentence, word, letter, noun, verb, fragment, kernel sentence. Range of simple nouns and verbs.</p>	<p align="right">Year 1 – Autumn 1</p>	

Year 1 - Autumn 2	Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
	<p>Sentence expansion – Where?</p> <p>Link to: Key text Dogger by Shirley Hughes/Lost in the Toy Museum by David Lucas;</p>  <p>Unit 1C: Lost in the Toy Museum (2weeks) Unit 1D: Dogger (2 weeks) Unit 1E: UL seasonal changes 2 weeks)</p>	<p>Spell words containing set 1 and 2 GPCs. Spell RWI specified purple group red words.</p>	<p>Distinguish between fragments and complete sentences.</p>	<p>Daily handwriting programme. Begin to form capital letters correctly Finger spaces between words</p>	<p>Capital letters and full stops. Learn names start with capital letters and so does 'I'.</p>	<p>Science: Seasonal Changes History: My Family History Religion & Worldviews: Why does Christmas matter to Christians? Design & Technology: Food – Eat a Rainbow</p>
	C&C	Planning	Editing	Vocabulary		
	<p>Expansion of single clause (kernel) sentence using: Where? e.g. <i>The toy was lost.</i> Where?...<i>at the museum</i> <i>The toy was lost at the museum.</i> Writing Revolution sentence formation</p>	<p>Oral rehearsal: holding the sentence before writing. Planning sentences using the <i>Writing Revolution</i> structure.</p>	<p>Check full stop at the end, capital letters to begin, for 'I' and for the names of people.</p>	<p>Sentence, word, letter, noun, verb, conjunction, fragment, kernel sentence Range of nouns and verbs, range of prepositions <i>on, at, in, inside, outside.</i></p>	<p align="right">Year 1 – Autumn 2</p>	

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
<p>Sequencing sentences (3 part)</p> <p>Sentence expansion- Where? When?</p> <p>Link to: The Three Little Pigs (materials)</p>  <p>Geography: Where We Are</p>	<p>Spell words containing set 1 and 2 GPCs.</p> <p>Begin to spell words containing set 3 GPCs.</p> <p>Spell RWI specified pink group red words.</p> <p>Begin to the days of the week.</p> <p>Suffixes where the root word is not changed. Eg helped, helping, helper.</p>	<p>Start sentence with 'when'</p> <p>Consolidate distinguishing between fragments and complete sentences.</p> <p>Joining words and clauses using <i>and</i>.</p>	<p>Begin to form capital letters correctly. Finger spaces between words.</p> <p>Ascenders and descenders are clear.</p>	<p>Capital letters and full stops</p> <p>Learn that places start with capital letters</p>	<p>Science: Everyday Materials</p> <p>Geography: Where We Are</p> <p>Religion & Worldviews: Who made the world?</p> <p>Art & Design: Paper Sculpture</p>
	C&C	Planning	Editing	Vocabulary	
	<p>Expansion of single clause (kernel) sentence using: Where? When?</p> <p>E.g.</p> <p><i>The pig built a house.</i></p> <p>Where? ...in a field</p> <p>When?...<i>in the morning</i></p> <p><i>In the morning, the pig built a house in a field.</i></p> <p>I live in a house.</p> <p>Where? Peterborough</p> <p><i>I live in a house in Peterborough.</i></p> <p>Joining words and clauses using <i>and</i>.</p> <p>Sequencing 3 sentences (beginning, middle and end) using planning strategies to help.</p> <p>Writing Revolution sentence formation</p>	<p>Ordering pictures of the story. Creating 3 part story maps or 3 part story mountains.</p> <p>Oral rehearsal: holding the sentence before writing.</p> <p>Planning sentences using the <i>Writing Revolution</i> structure.</p>	<p>Check full stop at the end, capital letters to begin, for 'I' and for the names of people and places.</p>	<p>Sentence, word, letter, noun, verb, conjunction, fragment, kernel sentence</p> <p>Range of nouns and verbs, conjunction – <i>because</i>, range of prepositions <i>on, at, in, inside, outside</i>.</p> <p>Beginning, middle, end</p> <p>Proper noun</p>	

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<p>Sequencing sentences</p> <p>Sentence expansion consolidation</p> <p>Identifying and writing questions</p> <p>Sentence combining using 'and'</p> <p>Link to: Flying Free by Karyn Parsons (UL History)</p> 	<p>Spell words containing set 1 and 2 GPCs.</p> <p>Begin to spell words containing set 3 GPCs.</p> <p>Begin to use letter names to distinguish between different spellings of the same sound.</p> <p>Spell RWI specified orange group red words.</p> <p>Write the days of the week.</p> <p>How the prefix <i>un</i> changes the meaning of verbs and adjectives.</p>	<p>Joining words and clauses using <i>and</i>.</p>	<p>Consistent letter size</p>	<p>Capital letters, full stops and question marks.</p> <p>Learn days of the week start with a capital letter.</p>	<p>Science: Consolidation</p> <p>Religion & Worldviews: What questions does the creation story make us ask?</p> <p>History: History of Transport</p> <p>Design & Technology: Moving Pictures</p>
	<p>C&C</p> <p>Teach question words. Identify and write questions based on history of transport? Eg. Who was Bessie Coleman?</p> <p>Teach joining words and sentences using 'and'.</p> <p>Sequencing sentences: Sentences including days of the week linked to the creation story. Eg. On Sunday,....</p> <p>Writing Revolution sentence formation</p>	<p>Planning</p> <p>Oral rehearsal: holding the sentence or question before writing. Planning sentences using the <i>Writing Revolution</i> structure.</p> <p>Ordering picture cards of the creation story. Orally practising sentences to go with the pictures</p>	<p>Editing</p> <p>Check full stop or question marks at the end, capital letters to begin, for 'I' and for the names of people, places and days of the week.</p>	<p>Vocabulary</p> <p>Question, sentence, question mark, full stop, question words (<i>Who? What? Where? How? Why? When?</i>) conjunction, days of the week</p>	

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<p>Sentence expansion – Where? Why? When? How? Identifying and writing questions</p> <p>Link to: in person/virtual visit from zoo keeper/ZooLab</p>	<p>Spell words containing set 1, 2 and 3 GPCs. Begin to spell words containing set 3 GPCs. Use letter names to distinguish between different spellings of the same sound.</p> <p>Spell RWI specified yellow group red words. Plural noun suffixes s/es eg.. dogs/foxes</p>	<p>Identifying questions Begin to use some adverbs to describe 'How'</p>	<p>Ascenders and descenders</p>	<p>Capital letters, full stops and question marks</p>	<p>Science: Animals</p> <p>Geography: There You Are</p> <p>Religion & Worldviews: Why are symbols important to some Jewish families during Shabbat?</p> <p>Art & Design: The Natural World</p>
C&C	Planning	Editing	Vocabulary		
<p>Writing questions to ask a zookeeper. Writing informative sentences about different animals as the basis for a non-chronological report. Extending single clause (kernel) sentences using <i>why</i> and <i>how</i>. Eg <i>Penguins keep warm.</i> <i>How? ...by huddling together</i> <i>Penguins keep warm by huddling together and using their blubber.</i></p> <p><i>Cheetahs move.</i> <i>How? ...quickly</i> <i>Why? ...catch thier prey</i> <i>Cheetahs move quickly to catch their prey.</i></p> <p>Writing Revolution sentence formation</p>	<p>Oral rehearsal: holding the sentence or question before writing. Planning sentences using the <i>Writing Revolution</i> structure.</p>	<p>Check full stop or question marks at the end, capital letters to begin, for 'I' and for the names of people, places and days of the week</p>	<p>Question, sentence, question mark, full stop, question words (<i>Who? What? Where? How?, Why? When?</i>) conjunction,</p>		

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
<p>Sequencing sentences Adding adjectives to noun phrases Link to: Bog Baby – Jeanne Willis – descriptions and three sentence narrative.</p> 	<p>Spell words containing set 1, 2 and 3 GPCs. Begin to spell words containing set 3 GPCs. Use letter names to distinguish between different spellings of the same sound.</p> <p>Plural noun suffixes s/es eg.. dogs/foxes</p> <p>Spell RWI specified blue group red words.</p>	<p>Past tense. Conjunctions: 'and' and 'because'. nouns. Using adjectives of colour, size, shape</p>	<p>Ascenders and descenders</p>	<p>Capital letters, full stops and question marks. Learn days of the week start with a capital letter.</p>	<p>Science: Humans</p> <p>Religion & Worldviews: How do Christians show God is important to them?</p> <p>History: Homes Through Time</p> <p>Design & Technology: Outdoor Space</p>
	<p>C&C</p> <p>Creating and designing a 'Bog Baby'. Use this as a basis for writing a description of the Bog Baby. Teach adding adjectives to simple sentences.</p> <p>Innovate the Bog Baby story. Use sentence expansion ideas to support sentence writing.</p> <p>Writing Revolution sentence formation</p>	<p>Planning</p> <p>Adjective generation using thir Bog Baby – on post it notes Oral rehearsal: holding the sentence or question before writing.</p> <p>Innovated story map or story mountain (3 part). Planning sentences using the <i>Writing Revolution</i> structure.</p>	<p>Editing</p> <p>Check full stop or question marks at the end, capital letters to begin, for 'I' and for the names of people, places and days of the week</p>	<p>Vocabulary</p> <p>Big, small, tiny, huge, colour names, round, square</p>	