Keys Writing Curriculum – Long-Term Plan – Year 1

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Year 1 - Autumn 1

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

Year 1 - Autumn 2

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

Year 1 - Spring 1

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
Sequencing sentences (3 part) **Sentence expansion- Where? When?** Link to: The Three Little Pigs, Billy and the Beast, Where the wild things are by Maurice Sendak, Beegu by Alexis Deacon, Anna Hibiscus by Atinque,	Spell words containing set 1 and 2 GPCs. Begin to spell words containing set 3 GPCs. Spell RWI specified pink group red words. Begin to the days of the week. Suffixes where the root word is not changed. Eg helped, helping, helper.	Start sentence with 'when' Consolidate distinguishing between fragments and complete sentences. **Joining words and clauses using *and*.**	Daily handwriting programme using RWI Stage 2 videos – Pet letters, hen letters, garden letters Begin to form capital letters correctly Finger spaces between words	Capital letters and full stops Learn that places start with capital letters	**Science**: Everyday Materials **Geography**: Where We Are **Religion & Worldviews**: Who made the world? **Art & Design**: Paper Sculpture

Geography: Where We Are

C&C	Planning	Editing	Vocabulary
Expansion of single clause (kernel) sentence using: Where? When? E.g. *The pig built a house*. Where? ...in a field When?...*in the morning* ***In the morning, the pig built a house in a field***. I live in a house. *Where?* Peterborough ***I live in a house in Peterborough***. Joining words and clauses using *and*. Sequencing 3 sentences (beginning, middle and end) u sing planning strategies to help.	Ordering pictures of the story. Creating 3 part story maps or 3 part story mountains. Oral rehearsal: holding the sentence before writing. Planning sentences using the *Writing Revolution* structure.	Check full stop at the end, capital letters to begin, for 'I' and for the names of people and places.	Sentence, word, letter, noun, verb, conjunction, fragment, kernel sentence Range of nouns and verbs, conjunction – *because*, range of prepositions *on*, *at*, *in*, *inside*, *outside*. Beginning, middle, end Proper noun

	Writing Revolution sentence formation				Year 1 – Spring 1

Year 1 - Spring 2

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
Sequencing sentences **Sentence expansion consolidation** **Identifying and writing questions** **Sentence combining using 'and'** ADA Twist Scientist, Flying Free by Karyn Parsons, Jack and the beanstalk, Speak up by Nathan Bryon, Lost and Found by Oliver Jeffers, The Dot by Peter Reynolds	Spell words containing set 1 and 2 GPCs. Begin to spell words containing set 3 GPCs. Begin to use letter names to distinguish between different spellings of the same sound. Spell RWI specified orange group red words. Write the days of the week. How the prefix *un* changes the meaning of verbs and adjectives.	**Joining words and clauses using *and*.**	Daily handwriting programme using RWI Stage 2 videos – Performer letters, Acrobat letters Begin to form capital letters correctly Finger spaces between words	Capital letters, full stops and question marks. Learn days of the week start with a capital letter.	**Science**: Consolidation **Religion & Worldviews**: What questions does the creation story make us ask? **History**: History of Transport **Design & Technology**: Moving Pictures

C&C	Planning	Editing	Vocabulary
Teach question words. Identify and write questions based on history of transport? Eg. Who was Bessie Coleman? Teach joining words and sentences using 'and'. Sequencing sentences: Sentences including days of the week linked to the creation story. Eg. On Sunday,....	Oral rehearsal: holding the sentence or question before writing. Planning sentences using the *Writing Revolution* structure. Ordering picture cards of the creation story. Orally practising sentences to go with the pictures	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.	Question, sentence, question mark, full stop, question words *(Who? What? Where? Hpw?, Why? When?)* conjunction, days of the week

Writing Revolution sentence formation

Year 1 – Spring 2

Year 1 – Summer 1

Focus	Spelling	Grammar	Handwriting	Punctuation	Other Subject Units
Sentence expansion – Where? Why? When? How? Identifying and writing questions The Tiger who came to tea by Judith Kerr, The Bog Baby by Jeanne Willis, Little Red Riding Hood, The Dark by Lemony Snicket, Look Up by Nathan Byron	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. Spell RWI specified yellow group red words. Plural noun suffixes s/es eg.. dogs/foxes	Identifying questions Begin to use some adverbs to describe 'How'	Daily handwriting programme using RWI Stage 2 videos – Uncle letters, pet letters, hen letters Begin to form capital letters correctly Finger spaces between words	Capital letters, full stops and question marks	**Science**: Animals **Geography**: There You Are **Religion & Worldviews**: Why are symbols important to some Jewish families during Shabbat?

Art & Design: The Natural Worl d

C&C	Planning	Editing	Vocabulary
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 *why* and *how*. Eg *Penguins keep warm.* How? ...*by huddling together* ***Penguins keep warm by huddling together and using their blubber.***	Oral rehearsal: holding the sentence or question before writing. Planning sentences using the *Writing Revolution* structure.	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	Question, sentence, question mark, full stop, question words *(Who? What? Where? How?, Why? When?)* conjunction,

		Cheetahs move. *How? ...quickly* *Why? ...catch thier prey* ***Cheetahs move quickly to catch their prey.*** **Writing Revolution sentence formation**				
Year 1 - Summer 2	**Focus**	**Spelling**	**Grammar**	**Handwriting**	**Punctuation**	**Year 1 – Summer 1** **Other Subject Units**
	Sequencing sentences **Adding adjectives to noun phrases** Link to: Princess Smartypants by Babette Cole, Coming to England by Floella Benjamin, Meerkat Mail by Emily Gravett, The Days the Crayons Quit by Oliver Jeffers, The Elves and the	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. Plural noun suffixes s/es eg.. dogs/foxes Spell RWI specified blue group red words.	Past tense. Conjunctions: 'and' and 'because'. nouns. Using adjectives of colour, size, shape	Daily handwriting programme using RWI Stage 2 videos – garden letters, performer letters and acrobat letters. Begin to form capital letters correctly Finger spaces between words	Capital letters, full stops and question marks. Learn days of the week start with a capital letter.	**Science**: Humans **Religion & Worldviews**: How do Christians show God is important to them? **History**: Homes Through Time **Design & Technology**: Outdoor Space
		C&C	**Planning**	**Editing**	**Vocabulary**	

	Shoemaker, Claude by Alex Smith	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. Innovate the Bog Baby story. Use sentence expansion ideas to support sentence writing. **Writing Revolution sentence formation**	Adjective generation using thir Bog Baby – on post it notes Oral rehearsal: holding the sentence or question before writing. Innovated story map or story mountain (3 part). Planning sentences using the *Writing Revolution* structure.	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	Big, small, tiny, huge, colour names, round, square	**Year 1 – Summer 2**