

English Writing Plan
Year 1
Medium term plan

Levels of Sophistication - Innovation

Substitution EYFS	Substitution and reordering Y1	Addition Y2	Alteration Y3/4	Change of viewpoint, tense, structure, genre Y5/6
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Originality Meter

Simplify	Hugging Closely	Some Originality	Very Original
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Autumn 1 Medium Term plan			Autumn 2		
Consolidation (2 weeks)	Fiction (4 weeks)	Poetry (1 week)	Consolidation (2 weeks)	Non fiction (3 weeks)	Invention (1 week)
Description	<u>Setting</u> Text: Little Red	School Poetry Units	<u>Characterisation</u>	<u>Recount</u> - Diary Text: Lost & Found	

	Plot: Beating the monster			Plot: Penguins Diary	
<p>'Name it' to create a clear picture in the reader's mind – poodle/Rottweiler rather than dog</p> <p>Choose adjectives to help the reader picture the object, character or setting – the small, round pot ; the enormous worm; the calm, glistening lake</p> <p>Use repetition to add detail repeating the noun for example; a cat, lean cat</p>	<p>Choose a name for the setting</p> <p>Include time of day and weather – It was a hot night</p> <p>Help your reader feel what the setting is like by choosing adjectives carefully.</p> <p>To help the reader to feel what the setting is like using the sense for example; the noisy bell was ringing</p> <p>To introduce simple prepositions</p>		<p>Give your character a name that tells the reader something about them – Tiny Tess</p> <p>Describe your character using adjectives to give detail – a large man</p> <p>Describe how your character moves using carefully chosen verbs – She tiptoed.</p>	<p>Put the events in the correct order using time openers (fronted adverbials): First, ... Next, ... Then, ... After that, ... Finally, ...</p> <p>Write about what happened, using verbs in the past tense: went, arrived, climbed, ate, etc.</p> <p>Help the reader picture what happened with carefully chosen adjectives: The ginormous, wooden drawbridge</p> <p>Write from your point of view, using first</p>	



				person pronouns: I/me; we/us (for biography writing use 3rd person consistently: he/she; they/them)	
Class Reader:			Class Reader:		

Spring 1			Spring 2		
Consolidation	Fiction	Summative Assessment Poetry (enjoyment)	Poetry *switch poetry & consolidation*	Non fiction	Consolidation *switch poetry & consolidation*
Description	Character & Openings Text: Beegu by Alexis Deacon Plot: Journey/Portal			Information Text: Mrs Mole I'm Home. Information leaflet/file on Moles.	Setting
'Name it' to create a clear picture in the reader's mind –	Give your character a name that tells the reader something			Introduce the reader to the subject using a simple topic	Help your reader to picture the setting using

<p>poodle/Rottweiler rather than dog</p> <p>Choose adjectives to help the reader picture the object, character or setting – the small, round pot ; the enormous worm; the calm, glistening lake</p> <p>Use repetition to add detail repeating the noun for example; a cat, lean cat</p>	<p>about them – Tiny Tess</p> <p>Describe your character using adjectives to give detail – a large man</p> <p>Describe how your character moves using carefully chosen verbs – She tiptoed.</p>			<p>sentence, for example;: Whales are incredible animals that live in the ocean.</p> <p>Hook the reader with a rhetorical question: Do you know much about Whales?</p> <p>Sound like an expert by using the correct words (technical language) and giving things the right name (proper nouns): Beluga whales</p> <p>Explain how many or how often by using generalisers: usually, sometimes, some, most, many, a few, all, mainly.</p>	<p>'like' and 'as' Similes</p> <p>Use prepositions to extend descriptions – near the cave; on top of the table; behind the door</p>
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Class Reader:			Class Reader:		

Summer 1			Summer 2		
Consolidation	Fiction Standardised unit	Assessment/Poetry	Invention	Non fiction	Poetry
Suspense (Exposure)	Action Text: Where the Wild Things are Plot: Meeting tale			Instruction Text: Lighthouse Keepers Lunch Plot: How to make a sandwich/lunch	
Put the main character into a scary or derelict setting for example; a forest Make the main character see or hear something for example; he saw two	Choose action verbs that have limit for example; got, came, went Show your character's reaction for example; she smiled			Hook your reader with an interesting title: How to look after a pet dragon. Hook reader's interest with a rhetorical question: Have you ever wanted to keep	

<p>orange eyes in the bushes</p> <p>Use scary sound effect for example; something hissed</p>	<p>Use onomatopoeia to interrupt for example; snap, crash</p>			<p>a unique pet?</p> <p>Speak directly to the reader to engage them using personal pronouns: What you Need:</p> <p>Tell people the order in which to do things by using a wider range of time openers (fronted adverbials): Now, ... Then, ... Once..., While ..., When ...,</p> <p>Clearly tell the reader what to do by using a range of bossy verbs (imperative) linked to the task: place, add, find, check, lay, etc.</p>	
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