



WRITING LONG TERM PLAN PROGRESSION DOCUMENT: REC/YEAR ONE

WRAWBY ST MARY'S C of E PRIMARY SCHOOL

Our School Vision

At Wrawby St Mary's Primary School, we strive for a full life in mind, body, heart and spirit to plan, prosper and give hope and a future to all. We believe in a journey of education enabling every child to feel love, challenge and excitement as they access skills to build future pioneers and leaders.
Our school is a beacon of hope and a sign of the kingdom.

'Hope does not disappoint us, because God's love has been poured into our hearts through the Holy Spirit that has been given to us.'

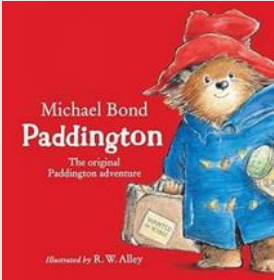
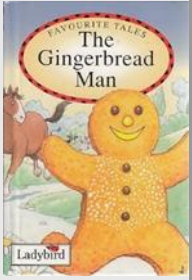
Romans 5:5

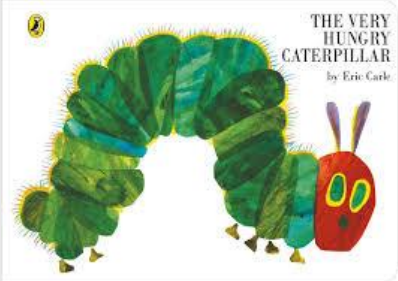
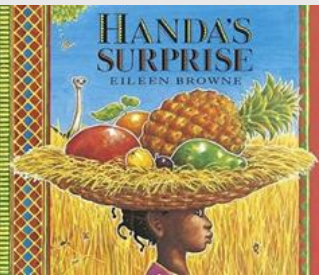
Our Church School Values

Our Wrawby Values are Christian values under the overarching universal value of Hope.

- *Love*
- *Peace*
- *Forgiveness*
- *Kindness*
- *Perseverance*
- *Self-control*

	Autumn Term 1		Autumn Term 2	
Text	The Three Little Pigs Ladybird: Read it Yourself (6-7 weeks) Genre: Narrative – Fairy Tale		The Snowman by Raymond Briggs (6-7 weeks) Genre: Narrative – Wordless picture book	
Book themes, links to school Christian values, DEI coverage, Golden threads (e.g., Black history, women in history)	Friendship Community & fear Perseverance Stories with a moral lesson		Friendship Adventure Transience & loss Magic of Christmas	
Cross-curricular links	Science - materials	Geography – locality	Science – seasonal change	RE – Christmas celebration
Main outcome	Narrative: Re-telling	Narrative – character wanted poster	Narrative – adding description	Letter Writing
Retrieval Writing (previously known as short burst writing)	Dialogue and narrative	Diary writing	Re-telling	Instructions – how to build a snowman
Audience/ Form Fiction Non-fiction	Narrative Storytelling	Narrative Character description	Setting description Sequencing	Letters Instructions
Purpose	To entertain	To entertain	To entertain	To inform
Grammar and Spelling coverage: <i>*Indicates coverage and retrieval from previous units groups/previous taught lessons.</i>	Spelling	- ir (whirl and twirl) - oy (a toy to enjoy) - double consonants (ss, ff, ll)	- ea (cup of tea) - oi (spoil the boy) - a_e, i_e (make a cake, nice smile)	- o_e, u_e (phone home, huge brute) - aw (yawn at dawn) - are (care and share)
	Sentences	- Orally rehearsing a sentence: say it, hold it, write it and read it back* - How words can combine to make sentences (sentences include a noun) - Embellished simple sentences using adjectives	- Orally rehearsing a sentence: say it, hold it, write it and read it back* - How words can combine to make sentences (sentences include a noun) * - Embellished simple sentences using adjectives*	- Simple sentences: write simple readable sentences - Simple connectives: and/but/so/because - Joining sentences and clauses with ‘and’ (<i>chn need to understand what is meant by the term clause and conjunction</i>)
	Punctuation	- Finger spaces* - Full stops* - Capital letters*	- Finger spaces* - Full stops* - Capital letters*	- Finger spaces* - Full stops* - Capital letters*
	Text/ genre features	- Understanding of beginning, middle and ending - Sequencing sentences to form short narratives	- Understanding of beginning, middle and ending* - Sequencing sentences to form short narratives* - Pupils should learn to order sentences logically so that events follow a clear sequence	- Listen to and follow single instructions, and then a series of two and three instructions - Pupils should learn to order sentences logically so that events follow a clear sequence*

	Spring Term 1			Spring Term 2	
Text	Paddington by Michael Bond (6-7 weeks)  Genre: Narrative – Comedy & Fantasy			The Gingerbread Man Ladybird: Favourite Tales (6-7 weeks)  Genre: Narrative - Fairy Tale	
Book themes, links to school Christian values, DEI coverage	Friendship Compassion & Empathy Kindness Acceptance			Resilience Freedom Arrogance Stories with a moral lesson	
Cross-curricular links	Geography – travel			Science – seasonal change	
Main outcome	Narrative: Sequencing and re-telling		Non-Fiction – Non-Chronological Report	Narrative – changing the main character	Non-Fiction - Recount
Retrieval Writing (previously known as short burst writing)	Dialogue and narrative		Diary writing	Sequencing	Instructions – how to make a gingerbread man
Audience/ Form Fiction Non-fiction	Narrative Storytelling		Non-chronological Report – visit to London	Sequencing Change the character	Recount
Purpose	To entertain		To inform	To entertain	To inform
Grammar and Spelling coverage: <i>*Indicates coverage and retrieval from previous units groups/previous taught lessons.</i>	Spelling	- ur (nurse with a purse) - er (a better letter) - ow (brown cow)	- ai (snail in the rain) - oa (goat in a boat) - ew (chew the stew)	- ire (fire fire) - ear (hear with your ear) - ure (sure it's pure)	- plurals - s/es - Suffix: -ed - Suffix: -ing
	Sentences	- Spelling simple words by segmenting sounds* - Orally rehearsing a sentence: say it, hold it, write it and read it back* - Simple sentences (tell you one thing) *	- Orally rehearsing a sentence: say it, hold it, write it and read it back* - How words can combine to make sentences (sentences include a noun) * - Embellished simple sentences using adjectives* - Other conjunctions to introduce or/but/so/because/so that/the/that/while/when	- Orally rehearsing a sentence: say it, hold it, write it and read it back* - How words can combine to make sentences (sentences include a noun) * - Embellished simple sentences using adjectives* - Other conjunctions to introduce or/but/so/because/so that/the/that/while/when*	- Simple sentences: write simple readable sentences* - Simple connectives: and/but/so/because* - Joining sentences and clauses with 'and' (<i>chn need to understand what is meant by the term clause and conjunction</i>) *
	Punctuation	- Finger spaces* - Full stops* - Capital letters*	- Finger spaces* - Full stops* - Capital letters*	- Finger spaces* - Full stops* - Capital letters*	- Finger spaces* - Full stops* - Capital letters* - use pronouns and proper nouns
	Text/genre features	- Whole class retelling of stories* - Oral rehearsal* - Retelling narratives*	- Sequencing sentences to form short narratives* - Start to identify features of a non-chronological report	- Understanding of beginning, middle and ending* - Sequencing sentences to form short narratives* - Pupils should learn to order sentences logically so that events follow a clear sequence*	- Pupils should learn to order sentences logically so that events follow a clear sequence* - Write simple first-person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person

	Summer Term 1			Summer Term 2	
Text	The Very Hungry Caterpillar by Eric Curle (6-7 weeks) Genre: Narrative – Picture book 			Handa's surprise by Eric Curle (6-7 weeks) Genre: Narrative – Picture book 	
Book themes, links to school Christian values, DEI coverage	Patience Growth Transformation Gardeners & Caretakers of the World			Friendship Cultural awareness Cause & effect	
Cross-curricular links	Science – Plants			Geography - Kenya	Science – Seasonal change
Main outcome	Narrative: changing the foods		Non-Fiction – Explanation Text	Non-Fiction - Recount	Narrative – changing animals
Retrieval Writing (previously known as short burst writing)	Instructions – plant a seed		Life cycle of a sunflower seed	Diary Writing	Sequencing
Audience/ Form Fiction Non-fiction	Narrative Change the foods		Explanation Text – life cycle of a butterfly	Recount	Sequencing Change the animals
Purpose	To entertain		To inform	To inform	To entertain
Grammar and Spelling coverage: <i>*Indicates coverage and retrieval from previous units groups/previous taught lessons.</i>	Spelling	- Prefix: un- - y ending - ve	- tch - ph (take a photo) - wh	- Silent k - ea - Suffix: -er*	- tion (pay attention it's a celebration) - tious/cious (scrumptious delicious)
	Sentences	- Spelling simple words by segmenting sounds* - Orally rehearsing a sentence: say it, hold it, write it and read it back* - Simple sentences (tell you one thing) *	- Embellished simple sentences using adjectives* - Other conjunctions to introduce or/but/so/because/so that/the/that/while/when* - Teach different sentence types - question mark type sentences -statement type sentences - command type sentences	- Orally rehearsing a sentence: say it, hold it, write it and read it back* - How words can combine to make sentences (sentences include a noun) * - Embellished simple sentences using adjectives* - Other conjunctions to introduce or/but/so/because/so that/the/that/while/when*	- Simple sentences: write simple readable sentences* - Simple connectives: and/but/so/because* - Joining sentences and clauses with 'and' (<i>chn need to understand what is meant by the term clause and conjunction</i>) *
	Punctuation	- Finger spaces* - Full stops* - Capital letters* - Exclamation marks - Question marks	- Finger spaces* - Full stops* - Capital letters*	- Finger spaces* - Full stops* - Capital letters* - use pronouns and proper nouns* - Exclamation marks* - Question marks*	- Finger spaces* - Full stops* - Capital letters*
	Text/genre features	- Whole class retelling of stories* - Oral rehearsal* - Retelling narratives* - Pupils should learn to order sentences logically so that events follow a clear sequence*	- Give oral explanations e.g. their or another's motives; why and how they made a construction. - Label a diagram - Use chronological order - Write statements to go with the captions - Have an emerging understanding of text features	- Pupils should learn to order sentences logically so that events follow a clear sequence* - Write simple first-person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person*	- Understanding of beginning, middle and ending* - Sequencing sentences to form short narratives* - Pupils should learn to order sentences logically so that events follow a clear sequence*