



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.'

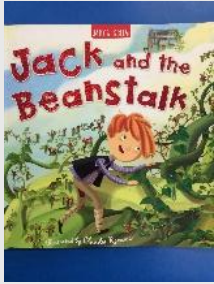
Romans 5:5

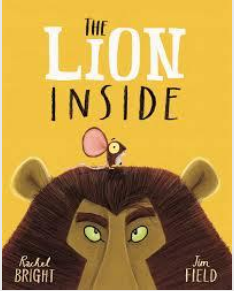
Our Church School Values

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 Little Red Hen Ladybird: Favourite Tales (6-7 weeks) Genre: Narrative – Fairy Tale			Stickman by Julia Donaldson (6-7 weeks) Genre: Narrative – adventure picture book	
Book themes, links to school Christian values, DEI coverage, Golden threads (e.g., Black history, women in history)	Respecting others' property Personal boundaries Curiosity Moderation			Identity and family Belonging and adaptability Perseverance adventure	
Cross-curricular links	Science - materials	Geography – locality		Science – seasonal change	RE – Christmas celebration
Main outcome	Narrative: Re-telling	Instructions how to make a jam sandwich		Narrative – re-telling	Description - lost poster
Retrieval Writing (previously known as short burst writing)	Dialogue and narrative	Diary writing		Re-telling	Instructions – how to build a stick man
Audience/ Form Fiction Non-fiction	Narrative Storytelling	Narrative Character description		Setting description Sequencing	Letters Instructions
Purpose	To entertain		To entertain		To inform
Grammar and Spelling coverage: <i>*Indicates coverage and retrieval from previous units groups/previous taught lessons.</i>	Spelling	- ay (may I play) - ee (what can you see) - ar (start the car)	- 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	- 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	- 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*	- Finger spaces* - Full stops* - Capital letters*
	Text/ genre features	- Whole class retelling of stories - Oral rehearsal - Retelling narratives	- 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	A Tree For Everyone by Kathy Urban (6-7 weeks) 			Jack and the Beanstalk Favourite tales (6-7 weeks) 	
	Genre: Narrative – Children’s storybook			Genre: Narrative - Fairy Tale	
Book themes, links to school Christian values, DEI coverage	Relationships Kindness Teamwork and cooperation Empathy and understanding			Risks Rewards Greed vs. necessity Social class	
Cross-curricular links		Geography – travel		Science – seasonal change	
Main outcome	Narrative: Sequencing and re-telling		Non-Fiction – Non-Chronological Report about a tree house	Narrative – re-telling changing the beanstalk to a sunflower	
Retrieval Writing (previously known as short burst writing)	Dialogue and narrative		Description	Sequencing	
Audience/ Form Fiction Non-fiction	Narrative Storytelling		Non-chronological Report	Sequencing Change the character	
Purpose	To entertain		To inform	To entertain	
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	One Little Seed by Becky Davies (6-7 weeks) Genre: Non-Fiction Board book 			The lion Inside by Rachel Bright (6-7 weeks) Genre: Narrative – Picture book 	
Book themes, links to school Christian values, DEI coverage	Resilience Adaptation & Growth Perseverance Gardeners & Caretakers of the World			Courage Friendship Inner strength Self-confidence	
Cross-curricular links	Science – Plants				Science – Seasonal change
Main outcome	Narrative: changing the foods		Non-Fiction – Explanation Text on lifecycles	Non-Fiction - Recount	Narrative – changing the animal characters
Retrieval Writing (previously known as short burst writing)	Instructions – plant a seed		Sequencing - Life cycle of a sunflower seed	Diary Writing style	Sequencing
Audience/ Form Fiction Non-fiction	Narrative Change the foods		Explanation Text – life cycle of a butterfly	Recount of a class trip	Sequencing Change the animals
Purpose	To entertain		To inform	To inform	To entertain
Grammar and Spelling coverage: *Indicates coverage and retrieval from previous units groups/previous taught lessons.	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 '<i>and</i>' (<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*	- Finger spaces* - Full stops* - Capital letters* - use pronouns and proper nouns* - Exclamation marks* - Question marks*
	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 - 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* - Use chronological order*	- 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*