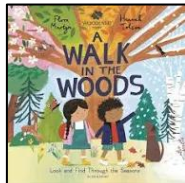
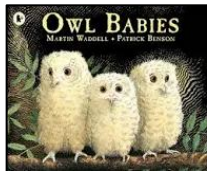
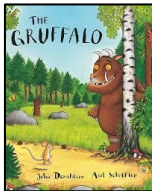


WRITING MEDIUM TERM PLANNING - YEAR 1

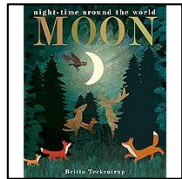
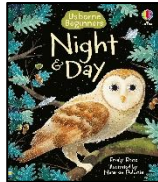
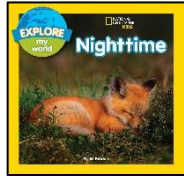
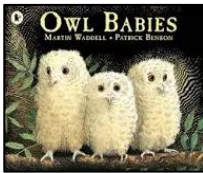
ADVENT 2025-26

CONTEXT FOCUS: Narrative – Descriptive Setting <i>Write narratives about personal experiences and those of others (real and fictional).</i> Weeks 1-3	PURPOSE: To describe the sights and sounds of a wood.	FINAL WRITTEN OUTCOME: To write a simple punctuated sentence describing a woodland setting. • Sentence to include a subject and verb. • Sentence to begin with a capital letter. • Sentence to end with a full stop. • Sentence to include an adjective.
KEY TEXTS / IMAGES	The Gruffalo / Owl Babies/ A Walk in the Woods; images of a British wood; images and film of British woodland animals; film showing sights and sounds of a British wood. 	
COMPOSITION SKILLS		
GRAMMAR	• <i>Use sentences with different forms – statement.</i> letter, capital letter, word, sentence, full stop. <i>e.g. The trees are tall. The owls hooted. The leaves are orange and red. The fox crept through the dark trees.</i>	
PUNCTUATION	• <i>Begin to punctuate sentences using a capital letter and a full stop.</i> <i>e.g. The owls hooted</i>	
VOCABULARY	wood, tree, forest, dark, tall, green, brown, orange, red, crimson, trunk, branch, leaves, twig, animals, owl, fox, hedgehog, badger	
PLANNING	• <i>Say out loud what they are going to write about.</i> • <i>Compose a sentence orally before writing it.</i>	

DRAFTING	Sequence sentences to form short narratives. <i>e.g. The trees are tall. The red leaves shook in the wind. The owls hooted. The fox crept through the dark trees.</i>
EDITING	Discuss what they have written with the teacher or other pupils. <i>e.g. Focus on sentence making sense – subject and verb; capital letter at the beginning of each sentence; full stop at the end of each sentence. The owls hooted.</i>
SHARING	Read their writing aloud, clearly enough to be heard by their peers and the teacher.

WRITING MEDIUM TERM PLANNING - YEAR 1

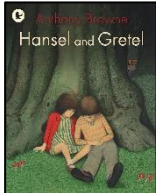
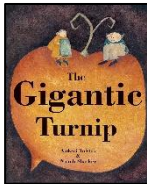
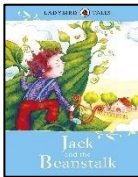
ADVENT 2025-26

CONTEXT FOCUS: Information – Fact Files <i>Write about real events.</i> Weeks 4-7	PURPOSE: To inform the reader of facts about UK woodland animals.	FINAL WRITTEN OUTCOME: To write a correctly punctuated factual statement about a nocturnal woodland animal. • Sentence to include a subject and verb. • Sentence to begin with a capital letter. • Sentence to end with a full stop. • Sentence to include an adjective. • Sentence to include ‘and’.
KEY TEXTS / IMAGES	Owl Babies/Nighttime/Night and Day/Moon (fiction and non-fiction books); images of nocturnal animals (owl, hedgehog, bat, fox), films about the animals. 	
COMPOSITION SKILLS		
GRAMMAR	• <i>Use sentences with different forms – statement.</i> letter, capital letter, word, sentence, full stop. e.g. A fox has big ears. The fox has sharp teeth. It eats fruit and meat.	
PUNCTUATION	• <i>Begin to punctuate sentences using a capital letter and a full stop.</i> e.g. A fox has good hearing!	
VOCABULARY	• <i>Join words and clauses using “and”.</i> e.g. A fox eats fruit and meat.	

	<i>nocturnal, animal, trees, leaves, den, insects, meat, fruit, den, cubs, nest, hoglet, chick, twigs, eyes, ears, teeth, hunt, prey, predator.</i>
PLANNING	• Say out loud what they are going to write about. • Compose a sentence orally before writing it.
DRAFTING	• Sequence sentences to form short narratives. <i>e.g. A fox has big ears. They can hear lots of things. They hunt at night.</i>
EDITING	• Discuss what they have written with the teacher or other pupils. <i>e.g. Focus on sentence making sense – subject and verb; capital letter at the beginning of each sentence; full stop at the end of each sentence.</i> <i>A fox has large eyes and pointed ears.</i>
SHARING	• Read their writing aloud, clearly enough to be heard by their peers and the teacher.

WRITING MEDIUM TERM PLANNING – YEAR 1

ADVENT 2025-26

CONTEXT FOCUS: Narrative – Character description <i>Write narratives about personal experiences and those of others (real and fictional).</i> Weeks 8-11	PURPOSE: To describe what a character looks like and what their personality is like.	FINAL WRITTEN OUTCOME: To write simple punctuated sentences describing a character from a traditional fairy tale. • Sentence to include a subject and verb. • Sentence to begin with a capital letter. • Sentence to end with a full stop. • Sentence to include an adjective. • Sentence to include ‘and’.
KEY TEXTS / IMAGES	Jack & The Beanstalk/The Gigantic Turnip/Hansel & Gretel; images to sequences story plot; Role on the Wall for characters (Jack, Giant, old man/old woman Hansel, Gretel, witch). 	
COMPOSITION SKILLS		
GRAMMAR	• <i>Use sentences with different forms – statement.</i> letter, capital letter, word, sentence, full stop. <i>e.g. The giant has large hands. The giant shouts and roars.</i>	
PUNCTUATION	• <i>Begin to punctuate sentences using a capital letter and a full stop.</i> • <i>Use a capital letter for names of people.</i> <i>e.g. Jack likes to climb. Jack is quick at running. He is good at hiding.</i>	
VOCABULARY	• <i>Join words and clauses using “and”.</i>	

	<i>e.g. The old man and old woman pulled and pulled.</i>
PLANNING	• Say out loud what they are going to write about. • Compose a sentence orally before writing it.
DRAFTING	• Sequence sentences to form short narratives. <i>e.g. Hansel and Gretel crept through the dark wood. The owls hooted. A fox screamed. They were scared.</i>
EDITING	• Discuss what they have written with the teacher or other pupils. Focus on sentence making sense – subject and verb; capital letter at the beginning of each sentence; full stop at the end of each sentence. <i>e.g. The old witch locked them in the small cottage and walked away. She laughed. Hansel and Gretel were scared.</i>
SHARING	• Read their writing aloud, clearly enough to be heard by their peers and the teacher.