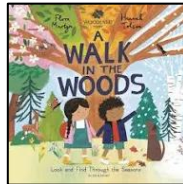
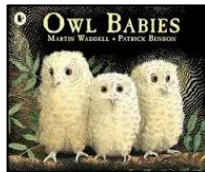
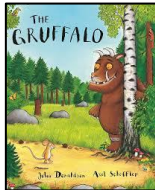


WRITING MEDIUM TERM PLANNING – YEAR ADVENT 2026-27

CONTEXT FOCUS: Narrative – Descriptive Setting <i>Write narratives about personal experiences and those of others (real and fictional).</i>		PURPOSE: To describe a woodland setting uses our senses (see/hear and feel).	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	• Use sentences with different forms – statement. letter, capital letter, word, sentence, full stop. <i>e.g. I can see a tall tree. I can hear a loud bird. I can feel spikey grass.</i>		
PUNCTUATION	• Begin to punctuate sentences using a capital letter and a full stop. <i>e.g, I can see a tall tree.</i>		
VOCABULARY	wood, tree, forest, dark, tall, green, brown, orange, red, trunk, branch, leaves, twig, animals, owl, fox, hedgehog, badger		

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. The trees are tall. The red leaves shook in the wind. 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 fox crept.</i>
SHARING	• Read their writing aloud, clearly enough to be heard by their peers and the teacher.

WEEKLY OVERVIEW

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1 wc.07.09.26	Branch of Writing Clusters: Knowledge Text – Owl babies Read/Share Owl babies story. Learning Intention: To know how to listen carefully, discuss and begin to sequence a story. Handwriting Focus: •sit correctly at a table, holding a pencil	Branch of Writing Clusters: Knowledge Learning Intention: To know what a story setting is and be able to describe a woodland. Handwriting Focus: sit correctly at a table, holding a pencil.	Branch of Writing Clusters: Word (nouns we can see) record nouns I can see in a picture of a woodland setting. Labelling what we can see Learning Intention: To know that a noun is a naming word. Handwriting Focus: begin to form lower-case letters in the	Branch of Writing Clusters: Sentence-Writing a I can see ... Learning Intention: To know I need to say sentence before writing it. Handwriting Focus: begin to form lower-case letters in the	Branch of Writing Clusters: Sentence- Writing a I can see ... Learning Intention: To know I need to say sentence before writing it. Handwriting Focus: begin to form lower-case letters in the correct direction,

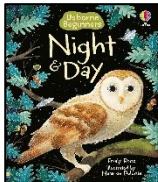
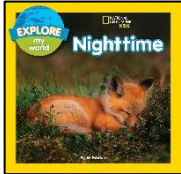
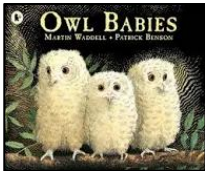
	comfortably and correctly		correct direction, starting and finishing in the right place	correct direction, starting and finishing in the right place	starting and finishing in the right place
WEEK 2 Wc 14.09.26	Branch of Writing Clusters: Text – Gruffalo Learning Intention: To know how to participate in discussion about what is read to them, taking turns and listening to what others say. Handwriting Focus: Unit 1 letter families set 1 c	Branch of Writing Clusters: Word (nouns we can hear possibility of adjectives) Learning Intention: To know I need to say out loud what I am going to write about. Handwriting Focus: O	Branch of Writing Clusters: Sentences- Writing a I can hear ... Learning Intention: To know that I need to leave spaces between my words. Handwriting Focus: a	Branch of Writing Clusters: Sentences- Writing a I can hear ... Learning Intention: To know that a sentence needs a capital letter and a full stop. Handwriting Focus: d	Branch of Writing Clusters: Completing sentences and dictated sentences. Learning Intention: To know that a sentence needs a capital letter and a full stop. Handwriting Focus: revisit- c,o,a,d
WEEK 3 wc.21.09.26	Branch of Writing Clusters: Text – A walk in the woods Learning Intention: To know how to participate in discussion about what is read to them, taking turns and listening to what others say. Handwriting Focus: Unit 2 Letter families	Branch of Writing Clusters: Word (nouns we can feel) tree bark, leaf, nettles, grass. Tall tree, green leaf, crunchy acorn, sharp holly, soft moss. Learning Intention: To know that an adjective is a describing word that gives more detail about a noun. (naming word) Handwriting Focus: Unit 2 Letter families	Branch of Writing Clusters: Sentences Learning Intention: To know how to write words using sounds that I know. Handwriting Focus: Unit 2 Letter families Set 1 s	Branch of Writing Clusters: Sentences Learning Intention: To know that a sentence needs a capital letter and a full stop. Handwriting Focus: Unit 2 Letter families Set 1 q	Branch of Writing Clusters: Completing sentences and dictated sentences. Learning Intention: To know how to form letters correctly to wrote words. Handwriting Focus: Unit 2 Letter families Set 1 e (revisit any letters needed)

	Set 1 g	Set 1 f			
WEEK 4 wc.28.09.26	Branch of Writing Clusters: Stimulus – Weelsby woods trip Learning Intention: Handwriting Focus: Unit 3 Letter families Set 2 l	Branch of Writing Clusters: Word – nouns, adjectives and verbs. Shared writing-sentences about sentences- see, hear, feel. Learning Intention: To know that a sentence includes a noun, adjectives and a verb. Handwriting Focus: Unit 3 Letter families Set 2 l (L)	Branch of Writing Clusters: Sentences/ Rainbow grammar (The red fox ran) Learning Intention: To know how to use Rainbow Grammar to record a sentence. Handwriting Focus: Unit 3 Letter families Set 2 t	Branch of Writing Clusters: Sentences/ Rainbow grammar (The red fox ran) Learning Intention: To know how to use Rainbow Grammar to record a sentence. Handwriting Focus: Unit 3 Letter families Set 2 j	Branch of Writing Clusters: Completing sentences and dictated sentences. Learning Intention: To know how to use Rainbow Grammar to record a sentence. Handwriting Focus: revisit- l,l,t,j,
WEEK 5 wc.5.10.26	Branch of Writing Clusters: Model Class piece of work. Learning Intention: To know that I need to compose a sentence orally before writing it.	Branch of Writing Clusters: Plan Learning Intention: To say out loud what I want to write about and record these using key words.	Branch of Writing Clusters: Plan/ Final piece Learning Intention: To know how to write a simple punctuated sentence describing a woodland setting.	Branch of Writing Clusters: Final piece Learning Intention: To know how to write a simple punctuated sentence describing a woodland setting. Handwriting Focus:	Branch of Writing Clusters: Final piece Learning Intention: To know how to write a simple punctuated sentence describing a woodland setting.

	Handwriting Focus: Unit 4 Letter families Set 2 u	Handwriting Focus: Unit 4 Letter families Set 2 y	Handwriting Focus: revisit- l,l,t,j,	revisit- l,l,t,j, writing words containing sounds.	Handwriting Focus: revisit- l,l,t,j, writing words containing sounds.
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WRITING MEDIUM TERM PLANNING - YEAR 1

ADVENT 1/2 2026-27

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/Night time/Night and Day/Moon (fiction and non-fiction books); images of nocturnal animals (owl, hedgehog, bat, fox), films about the animals. 	
COMPOSITION SKILLS		
GRAMMAR	• Use sentences with different forms – statement. <i>letter, capital letter, word, sentence, full stop.</i> <i>e.g. A fox has big ears. The fox has sharp teeth. It eats fruit and meat.</i>	
PUNCTUATION	• Begin to punctuate sentences using a capital letter and a full stop. <i>e.g. A fox has good hearing.</i>	
VOCABULARY	• Join words and clauses using “and”.	

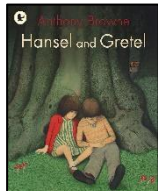
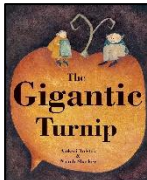
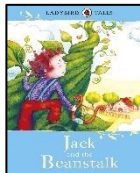
	<i>e.g. A fox eats fruit and meat.</i> <i>nocturnal, animal, trees, leaves, den, insects, meat, fruit, den, cubs, nest, hoglet, chick, twigs, eyes, ears, teeth, hunt, prey, predator.</i>
PLANNING	• <i>Say out loud what they are going to write about.</i> • <i>Compose a sentence orally before writing it.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

Week 6 Wc 12.10.26	Branch of Writing Clusters: Knowledge Model Owl fact file	Branch of Writing Clusters: Knowledge Model	Branch of Writing Clusters: word Model	Branch of Writing Clusters: sentence Model	Branch of Writing Clusters: sentence Model
	Learning Intention: To know that fact files give us information.	Learning Intention: To know that a fact is a simple sentence.	Learning Intention: To know that a sentence includes a subject and a verb. (R Grammar)	Learning Intention: To know how to write a simple sentence.	Learning Intention: To know how to write a simple sentence.
	Handwriting Focus: Unit 5 Letter families Set 3 b	Handwriting Focus: Unit 5 Letter families Set 3	Handwriting Focus: Unit 5 Letter families Set 3	Handwriting Focus: Unit 5 Letter families Set 3 m	Handwriting Focus: revisit- b, h, k, m

		h	k		
Week 7 19.10.26	Branch of Writing Clusters: knowledge Model Learning Intention: To know that a sentence begins with a capital letter and ends with a full stop Handwriting Focus: Unit 5 Letter families Set 3 n	Branch of Writing Clusters: word Model Learning Intention: To know how to write words using sounds that I know. Handwriting Focus: Unit 5 Letter families Set 3 p	Branch of Writing Clusters: senntence Model Learning Intention: To know how to record a factual sentence. Handwriting Focus: Unit 5 Letter families Set 3 r	Branch of Writing Clusters: Model Learning Intention: To know how to record a factual sentence. Handwriting Focus: revisit- b,h,k,m,n,p,r writing words containing sounds.	Branch of Writing Clusters: Model Learning Intention: To know how to record a factual sentence. Handwriting Focus: revisit- b,h,k,m,n,p,r writing words containing sounds.
Week 8 wc 26.10.26	Branch of Writing Clusters: Learning Intention: Handwriting Focus: Consolidation	Branch of Writing Clusters: Learning Intention: Handwriting Focus: Consolidation	Branch of Writing Clusters: Learning Intention: Handwriting Focus: Consolidation	Branch of Writing Clusters: Learning Intention: Handwriting Focus: Consolidation	Branch of Writing Clusters: Learning Intention: Handwriting Focus: Consolidation

WRITING MEDIUM TERM PLANNING – YEAR 1

ADVENT 2 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	Join words and clauses using “and”. <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.

WEEKLY OVERVIEW

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1 wc.	Branch of Writing Clusters: Knowledge Text – Learning Intention: . Handwriting Focus: •sit correctly at a table, holding a pencil comfortably and correctly	Branch of Writing Clusters: Knowledge Learning Intention: Handwriting Focus: sit correctly at a table, holding a pencil.	Branch of Writing Clusters: Word Learning Intention: Handwriting Focus: begin to form lower-case letters in the correct direction, starting and finishing in the right place	Branch of Writing Clusters: Sentence- Learning Intention: Handwriting Focus: begin to form lower-case letters in the correct direction, starting and finishing in the right place	Branch of Writing Clusters: Sentence- Learning Intention:. Handwriting Focus: begin to form lower-case letters in the correct direction, starting and finishing in the right place
WEEK 2 wc.	Branch of Writing Clusters: Text – Learning Intention: Handwriting Focus: Unit 7 Letter families Set 4 v	Branch of Writing Clusters: Word Learning Intention: Handwriting Focus: Unit 7 Letter families Set 4 w	Branch of Writing Clusters: Sentences- Learning Intention: Handwriting Focus: Unit 7 Letter families Set 4 x	Branch of Writing Clusters: Sentences- Learning Intention: Handwriting Focus: Unit 7 Letter families Set 4 z	Branch of Writing Clusters: Completing sentences and dictated sentences. Learning Intention:. Handwriting Focus: revisit- v,w,x,z
WEEK 3 wc.	Branch of Writing Clusters: Text – Learning Intention:	Branch of Writing Clusters: Word Learning Intention: Handwriting Focus: v,w,x,z	Branch of Writing Clusters: Sentences Learning Intention:	Branch of Writing Clusters: Sentences Learning Intention:	Branch of Writing Clusters: Completing sentences and dictated sentences. Learning Intention:

	Handwriting Focus: Unit 8 Letter families v,w,x,z		Handwriting Focus: Unit 8 Letter families Writing words containing v,w,x,z	Handwriting Focus: Unit 8 Letter families Writing words containing v,w,x,z	Handwriting Focus: (revisit any letters needed) Unit 8 Letter families Writing words containing v,w,x,z
WEEK 4 wc.	Branch of Writing Clusters: Stimulus – Learning Intention: Handwriting Focus: unit 9 Capital letters E	Branch of Writing Clusters: Word – Learning Intention: Handwriting Focus: unit 9 Capital letters F	Branch of Writing Clusters: Sentences Learning Intention: Handwriting Focus: 9 Capital letters H	Branch of Writing Clusters: Sentences Learning Intention:. Handwriting Focus: 9 Capital letters I	Branch of Writing Clusters: Completing sentences and dictated sentences. Learning Intention: Handwriting Focus: T,L
WEEK 5 wc.	Branch of Writing Clusters: Model Learning Intention: Handwriting Focus: Unit 10 Capital letters A K	Branch of Writing Clusters: Plan Learning Intention: Handwriting Focus: Unit 10 Capital letters M,N	Branch of Writing Clusters: Plan/ Final piece Learning Intention: Handwriting Focus: Unit 10 Capital letters V,W	Branch of Writing Clusters: Final piece Learning Intention: Handwriting Focus: : Unit 10 Capital letters X,Y,Z	Branch of Writing Clusters: Final piece Learning Intention: Handwriting Focus:
Week 6	Branch of Writing Clusters: Model	Branch of Writing Clusters: Plan	Branch of Writing Clusters: Plan/ Final piece	Branch of Writing Clusters: Final piece	Branch of Writing Clusters: Final piece

	Learning Intention:. Handwriting Focus: Unit 11 Capital letters B,D	Learning Intention: Handwriting Focus: Unit 11 Capital letters C,G	Learning Intention: Handwriting Focus: Unit 11 Capital letters O,Q	Learning Intention: Handwriting Focus: Unit 11 Capital letters S,P	Learning Intention:. Handwriting Focus: Unit 11 Capital letters R,U
Week 7	Branch of Writing Clusters: Model Learning Intention: . Handwriting Focus: Consolidation/revisit	Branch of Writing Clusters: Plan Learning Intention: Handwriting Focus: Consolidation/revisit	Branch of Writing Clusters: Plan/ Final piece Learning Intention:. Handwriting Focus: Consolidation/revisit	Branch of Writing Clusters: Final piece Learning Intention: Handwriting Focus: Consolidation/revisit	Branch of Writing Clusters: Final piece Learning Intention: Handwriting Focus: Consolidation/revisit

