

BANISTER WRITING LONG TERM PLAN: Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Text	1) Tiddler – Julia Donaldson 2) Look Up! - Nathan Byron	1) I want my hat back! – Jon Klassen 2) Lost and Found – Oliver Jeffers	1) Beegu – Alexis Deacon 2) The Lonely Beast – Chris Judge	1) Giraffes Can't Dance – Giles Andreae 2) Perfectly Norman – Tom Percival	1) The Lion Inside - Rachel Bright and Jim Field 2) A Little Bit Brave – (Nicola Kinnear)	1) Goldilocks and Just the One Bear – Leigh Hodgkinson 2) Little Red – Bethan Williams
Talk Through Stories TEXT	Zog – Julia Donaldson	Dogger – Shirley Hughes One Snowy Night – Nick Butterworth The Way Back Home – Oliver Jeffers	Where the wild things are – Maurice Sendak Max and the Tag-Along Moon – Floyd Cooper Can't you Sleep Little Bear – Martin Waddell	Ravi's Roar – Tom Percival My Must-Have Mum – Maudie Smith and Jen Khatun	The Koala who Could – Rachel Bright My Monster and Me – Nadiya Hussain The Squirrels who Squabbled – Rachel Bright and Jim Field	Winnie the Witch – Valarie Thomas I am Nefertiti – Annamarie Anang and Natelle Quek Love – Corrinne Averiss
Writing Outcomes ENTERTAIN 8 INFORM 8	Own profile: All about me Labels Information: Fact File Poetry: Look Up! What can you see?	Thought Bubbles Instructions* - How to look after a Penguin Postcard Description: I have found...	Speech Bubbles Diary*: Today I met... Recipe Poem: Friendship	Letter*: Ask for Advice Advert: To find someone like me! Narrative: * Can't *	Poem – Bravery Theme Instructions: How to be brave/overcome challenge Narrative: A little bit *	Diary*: You'll never guess what...! Narrative – Twisted Tale

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Revise: /ai/ /ow/ /igh/ /ee/oi/ /ur/ (y)oo/ /or/w/ /f/ / (y)oo/ /oa/	Revise: /or/ /ee/ /ai/ /ee/igh/ /oa/ / (y)oo/ /s/ /ee/ /or/ (walk) HRSW - please, once any, many, again who, whole where, two	/ai/ (acorn) /ai/ (they) /ai/ (great) /ai/ (weight) /ar/ (father) /ee/ (he) /igh/ (find) /igh/ (by) /oa/ (go) /o/ (was) /oo/ (push) /y/+oo/ (music) /c/ (school) /sh/ (chef) /e/ (head) /ur/ (world) /ur/ (learn) /oo/ (soup) /oa/+l/ (shoulder) /ee/ (brief) /v/have) /i/ (gym) /air/ (care) /air/ (there) /air/ (pear) /ch/ (catch) HRSW - here, sugar, friend because	/u/ (brother) /j/ (gem) /j/ (fringe) /j/ (bridge) /s/ (listen) /s/ (fence) /s/ (house) /n/ (sign) /n/ (knee) /r/ (wrap) /m/ (lamb) /z/ (cheese) /z/ (freeze) /ear/ (cheer) /ear/ (here) /sh/ (patient) /sh/ -tion (station) /ar/ (half) /or/ (caught) /sh/ (session) /zh/ (vision) /sh/ -tious scrumptious) /sh/ (delicious) -ous, -ion, -ian	Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).	Review all previously taught GPCs for reading and spelling, and teach further rarely-used GPCs (see Appendix ii).
Spelling	- name the letter of the alphabet: - naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound	- the days of the week - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs - using -ing, -ed, where no change is needed in the spelling of root words	- using the prefix un- - using -er and -est where no change is needed in the spelling of root words	- Common Exception words eg: - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	- using -ing, -ed, -er and -est where no change is needed in the spelling of root words - Common Exception words eg:	- Common Exception words eg: - write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
Handwriting	- Develop fine motor strength and skills - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place	- begin to form most lower-case letters in the correct direction, starting and finishing in the right place - begin to form capital letters - understand which letters belong to the one-armed robot handwriting 'family' eg: r, n, m, h, b, p, k	- understand which letters belong to the camel c handwriting 'family' eg: C, a, d, g, q, e, s, f with a focus on: - correct size - correct orientation - anti-clockwise movement where appropriate	- Revise long letter family - understand which letters belong to the zig-zag letter handwriting 'family' eg: V, W, X, Z - Focus on word spacing	- Revise one-armed robot family letters - Children write letters of consistent size with clear spacing between words. - Focus on ascenders and descenders – length and spacing.	- Revise camel c family letters - Focus on word spacing - Dictation sentences for consolidation.

	- form digits 0-9 - understand which letters belong to the long ladder handwriting 'family' eg: i l t u j y					
Spoken Language and Oracy	- to listen and respond appropriately to familiar adults and their peers - to use relevant strategies to build their vocabulary.	- to ask questions to extend their understanding and knowledge. - to participate in discussions and role play.	- to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. - to use relevant strategies to build their vocabulary.	- to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. - to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	- to articulate and justify answers, arguments and opinions - to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	- to consider and evaluate different viewpoints, attending to and building on the contributions of others. - to select and use appropriate registers for effective communication. - to gain, maintain and monitor the interest of the listener(s).
Composition and	- composing a sentence orally before writing it - discuss what they have written with the teacher	- composing a sentence orally before writing it - read aloud their writing clearly enough to be heard by their peers and the teacher.	- write sentences by saying out loud what they are going to write about - discuss what they have written with the teacher and other pupils	- sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense	- write sentences by saying out loud what they are going to write about - re-reading what they have written to check that it makes sense read aloud their writing clearly enough to be heard by their peers and the teacher.	
Colour Semantics	Revise and Secure: Who + Doing + What		Secure: Who + Doing + What + Where/ + When		Secure + Manipulate: Who + Doing + What + When/ + Where + How	
			Introduce: Describe		Revise: Describe	
Vocabulary & Terminology	using a capital letter for personal pronoun 'I' letter capital letter word punctuation	using a capital letter for the days of the week, and the personal pronoun 'I' singular plural sentence exclamation mark	using a capital letter for names of people, the days of the week, and the personal pronoun 'I' question mark	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' onomatopoeia	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	

	full stop					
Punctuation	- leaving spaces between words - beginning to punctuate sentences using a capital letter and a full stop.	beginning to punctuate sentences using a capital letter and a full stop	beginning to punctuate using a capital letter, full stop or question mark	beginning to punctuate using a capital letter, full stop, exclamation mark or question mark.	beginning to punctuate using a capital letter, full stop, exclamation mark or question mark.	beginning to punctuate using a capital letter, full stop, exclamation mark or question mark.
Grammar	- joining words using 'and' - How words can combine to make sentences <u>Simple Sentences</u> Eg: It was a sunny day. She was in the forest. Must contain NOUN + VERB	- joining words and joining clauses using 'and' - Sequencing sentences <u>And/But Sentences</u> Eg: The cat played and purred. The car was red and it was fast.	Sequencing sentences <u>5W sentences</u> Eg: When will she return? What are you doing? Why are they upset? Where are they going? Who is it?	Sequencing sentences to form short narratives <u>Double ADJECTIVE Descriptions</u> Eg: She was a brave, strong princess. The green, scaly monster...	Sequencing sentences to form short narratives <u>Noise then a Cause Sentence</u> Eg: Boom! The firework went off. Squelch! Her foot was stuck in the mud!	Sequencing sentences to form short narratives

