

## Year 1 Writing Unit Plan

**Note: This is intended as a guide only and your assessment for learning should guide what you teach. If you seek to teach a unit not on the literacy overview, please speak to a member of the writing team first.**

Autumn 1							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p><b>Text:</b> Start Up History: Toys by Stewart Ross Toys &amp; Games (Ways Into History) by Sally Hewitt</p> <p><b>Purpose:</b> Immersion/ to inform</p> <p><b>Unit:</b> Labels, lists and captions for a book about old and new toys</p>	<p><b>Text:</b> You Wouldn't Want to be a Victorian School Child by John Malam</p> <p><b>Purpose:</b> To inform</p> <p><b>Unit:</b> Labels, lists and captions for a poster about Queen Victoria</p>	<p><b>Text:</b> Cops and Robbers by Janet &amp; Allan Ahlberg</p> <p><b>Purpose:</b> Immersion/ to entertain</p> <p><b>Unit:</b></p> <ul style="list-style-type: none"> <li>- Character description:               <ul style="list-style-type: none"> <li>➤ Cops</li> <li>➤ Robbers</li> </ul> </li> </ul>	<p><b>Text:</b> Cops and Robbers by Janet &amp; Allan Ahlberg</p> <p><b>Purpose:</b> To inform</p> <p><b>Unit:</b> Wanted poster for one of the robbers</p>	<p><b>Purpose:</b> To inform</p> <p><b>Unit:</b> Personal experience: - Something they have done at home</p>	<p><b>Text:</b> There's a Bear on my Chair by Ross Collins</p> <p><b>Purpose:</b> To explain</p> <p><b>Unit:</b> Writing in role of a character: - Letter of complaint from the mouse to the bear</p>	<p><b>Text:</b> There's a Mouse in My House by Ross Collins</p> <p><b>Purpose:</b> To explain</p> <p><b>Unit:</b> Writing in role of a character: - Letter of complaint from the bear to the mouse</p>	<p><b>Text:</b> There's a Bear on my Chair by Ross Collins There's a Mouse in My House by Ross Collins</p> <p><b>Purpose:</b> To entertain</p> <p><b>Unit:</b> Innovation on the story: - Using their own settings /characters</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>- Simple Sentences</li> </ul>
Autumn 2							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p><b>Text:</b> Seasons Come, Seasons Go by Patricia Hegarty</p> <p><b>Purpose:</b> Immersion/ Poetry</p> <p><b>Unit:</b> - Reciting and performing poetry</p>	<p><b>Text:</b> Seasons Come, Seasons Go by Patricia Hegarty</p> <p><b>Purpose:</b> To entertain</p> <p><b>Unit:</b> Setting description of one of the seasons</p>	<p><b>Text:</b> This Is Not My Hat by Jon Klassen</p> <p><b>Text:</b> I Want My Hat Back by Jon Klassen</p> <p><b>Text:</b> We Found a Hat by Jon Klassen</p> <p><b>Purpose:</b></p>	<p><b>Text:</b> by Jon Klassen</p> <p><b>Text:</b> I Want My Hat Back by Jon Klassen</p> <p><b>Text:</b> We Found a Hat by Jon Klassen</p> <p><b>Purpose:</b> To entertain</p> <p><b>Unit:</b></p>	<p><b>Purpose:</b> To inform</p> <p><b>Unit:</b> Personal experience: - Something they have done at home</p>	<p><b>Text:</b> Funny Bones by Janet and Allan Ahlberg</p> <p><b>Purpose:</b> Immersion/ to entertain</p> <p><b>Unit:</b> Character description</p> <p><b>Grammar:</b></p>	<p><b>CHRISTMAS</b></p> <p><b>Text:</b> Funny Bones by Janet and Allan Ahlberg</p> <p><b>Purpose:</b> To entertain</p> <p><b>Unit:</b> Retelling of a known story (Narrative)</p>	<p><b>CHRISTMAS</b></p> <p><b>Text:</b> Pick a Pine Tree by Patricia Toht</p> <p><b>Purpose:</b> Immersion/ to entertain</p> <p><b>Unit:</b> Write own poems inspired by text</p>

- Evaluation of likes and dislikes	<b>Grammar:</b> - Using 'and' to Join Clauses	Immersion/ to entertain <b>Unit:</b> Writing in role of a character: - Letter demanding the hat back (To warn/ express anger) - Letter explaining why you should keep the hat (To influence)  <b>Grammar:</b> - Identify Capital Letters and Full Stops for Sentences	Retelling of a known story (Narrative) (Children could select their favourite part and retell or be given a section/whole story)  <b>Grammar:</b> - Identify Capital Letters and Full Stops for Sentences		- (RECAP) Simple Sentences	(Children could select their favourite part and retell or be given a section/whole story)  <b>Grammar:</b> - (RECAP) Using 'and' to Join Clauses	
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### Spring 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Text:</b> Captain Scott: Journey to the South Pole by Adrian Bradbury <b>Purpose:</b> Immersion/ to inform <b>Unit:</b> Simple non-chronological report: - Robert Falcon Scott  <b>Grammar:</b> - (RECAP) Identify Capital Letters and Full Stops for Sentences	<b>Text:</b> Captain Scott: Journey to the South Pole by Adrian Bradbury <b>Purpose:</b> To entertain <b>Unit:</b> Writing in the role of character: - Diary entry of either Amundsen or Scott  <b>Grammar:</b> - Capital Letters for People, Places, Days of the Week and the Personal Pronoun 'I'	<b>Text:</b> Poles Apart by Celia Warren <b>Purpose:</b> Immersion/ to entertain <b>Unit:</b> Innovation of a known story (Narrative): - Role reversal: Penguins guide the polar bear home - Write own postcards from Walrus and Penguin	<b>Text:</b> Poles Apart by Celia Warren <b>Purpose:</b> Immersion/ to explain <b>Unit:</b> How to find your way to the north/south pole from Egypt  <b>Grammar:</b> - Question Marks	<b>Text:</b> Who Lives Here? Polar Animals by Deborah Hodge <b>Purpose:</b> Immersion/ To inform <b>Unit:</b> To write an information text comparing two polar animals.	<b>Text:</b> Who Lives Here? Polar Animals by Deborah Hodge <b>Purpose:</b> To influence <b>Unit:</b> Persuasive letter (come and visit the Arctic with selected animal)  <b>Grammar:</b> - Exclamation Marks

### Spring 2

Week 1	Week 2	Week 3	Week 4	Week 5
<p><b>Text:</b> Inuit Legends (short films – The Owl and the Raven, The Legend of the Northern Lights, The Owl and the Lemming)</p> <p><b>Purpose:</b> Immersion/ to entertain</p> <p><b>Unit:</b> Re-tell the story from a different perspective</p> <p><b>Grammar:</b> - (RECAP) Capital Letters and Full Stops</p>	<p><b>Text:</b> Stories about Anansi (on YouTube)</p> <p><b>Purpose:</b> To entertain</p> <p><b>Unit:</b> Innovation of a known story (Narrative): - Write own version of Owl and the Raven set in jungle</p> <p><b>Grammar:</b> - (RECAP) Using ‘and’ to Join Clauses</p>	<p><b>Purpose:</b> To inform</p> <p><b>Unit:</b> Personal experience: - Recount of something at school (eg. Trip to Twycross Zoo)</p> <p><b>Grammar:</b> - (RECAP) Question Marks</p>	<p><b>Text:</b> The Tiger Who Came to Tea by Judith Kerr</p> <p><b>Purpose:</b> Immersion/ to entertain</p> <p><b>Unit:</b> Instructions: - How to make tea for a tiger</p> <p><b>Grammar:</b> - (RECAP) Exclamation Marks</p>	<p><b>Text:</b> The Tiger Who Came to Tea by Judith Kerr</p> <p><b>Purpose:</b> To Guide</p> <p><b>Unit:</b> Innovation of a known story (Narrative): - A different animal comes to tea (e.g. Polar Bear) - A different meal the animal attends</p> <p><b>Grammar:</b> - (RECAP) Identify Capital Letters and Full Stops</p>

### Summer 1

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Text:</b> Julia Donaldson Author Study (Stick Man, Room on the Broom etc)</p> <p><b>Purpose:</b> To inform</p> <p><b>Unit:</b> - Simple summaries of stories - Review reading experiences (Which is your favourite and why?)</p>	<p><b>Text:</b> Julia Donaldson Author Study (Stick Man, Room on the Broom etc)</p> <p><b>Purpose:</b> Immersion/ to entertain</p> <p><b>Unit:</b> Contemporary narrative (author study): Julia Donaldson. Include narrative story (Independent)</p> <p><b>Grammar:</b> Revisit and ensure full understanding of curriculum taught this year and ensure exposure to wide variety of</p>	<p><b>Text:</b> Julia Donaldson Author Study (Stick Man, Room on the Broom etc)</p> <p><b>Purpose:</b> Immersion/ to explain</p> <p><b>Unit:</b> - Letter to Julia Donaldson explaining their favourite book and why</p>	<p><b>Text:</b> Toby and the Great Fire of London by Margaret Nash The King and the Great Fire by Lynne Benton</p> <p><b>Purpose:</b> To entertain / to inform</p> <p><b>Unit:</b> Writing in role: - Toby’s diary</p>	<p><b>Text:</b> Toby and the Great Fire of London by Margaret Nash The King and the Great Fire by Lynne Benton</p> <p><b>Purpose:</b> To inform (to thank)</p> <p><b>Unit:</b> Writing in role: - Thank you letter from Samuel Pepys to Toby for saving him</p> <p><b>Grammar:</b> Revisit and ensure full understanding of curriculum taught this year and ensure exposure</p>	<p><b>Purpose:</b> To inform</p> <p><b>Unit:</b> Personal experience: - Recount of something at school (eg. Science investigation, music or art experience)</p> <p><b>Grammar:</b> Revisit and ensure full understanding of curriculum taught this year and ensure exposure to wide variety of sentence lengths and structures.</p>

	sentence lengths and structures.			to wide variety of sentence lengths and structures.	
Summer 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p><b>Text:</b> Pop Up London by Jennie Maizels (Report)  <b>Purpose:</b> Immersion/ to entertain  <b>Unit:</b> Writing in role:  - Postcard home from London</p> <p><b>Independent:</b> Choose other places and write postcard home</p> <p><b>Grammar:</b>  Revisit and ensure full understanding of curriculum taught this year and ensure exposure to wide variety of sentence lengths and structures.</p>	<p><b>Text:</b> Explore London: Great Cities of the World by Patricia Hutchison  <b>Purpose:</b> To guide  <b>Unit:</b>  - Tourist guide to London</p> <p><b>Grammar:</b>  Revisit and ensure full understanding of curriculum taught this year and ensure exposure to wide variety of sentence lengths and structures.</p>	<p><b>Text:</b> Poems to Perform by Julia Donaldson  <b>Purpose:</b> Immersion/ to entertain  <b>Unit:</b> Response to poetry</p>	<p><b>Text:</b> People Who Help Us: Firefighters by Rebecca Hunter  <b>Purpose:</b> Immersion/ to inform  <b>Unit:</b> Simple Explanation: - Explain the job of a firefighter  - Why is their job important?</p> <p><b>Independent:</b> Choose own job in the community and write about it</p>	<p><b>Purpose:</b> To inform  <b>Unit:</b> Personal experience:  - Recount of something at school (eg. Science investigation, music or art experience)</p>	<p><b>Purpose:</b> To inform  <b>Unit:</b> Personal experience:  - Pupil choice (independent)</p>