



# Barnwood C of E Primary

## English Writing Curriculum Plan

### Year 1



#### Writing to Entertain

Story (including retellings)  
Descriptions  
Poetry  
Characterisation

#### Planning Tools

Story map  
Story mountain

#### Text Structures

*Plan openings around*  
characters, time of day and  
type of weather

*Understand beginning* –  
middle and end. Introduce 5-  
part story model ↓

**Openings** - Once upon a time

**Build up** - One day . .

**Problem / Dilemma** –  
Suddenly . . / Unfortunately

**Resolution** – Fortunately . . .

**Ending** – Finally, . . In the  
end . .

#### Formulaic Approach to Planning the Writing Journey

**Deconstruct It!** – use of WAGOLLS to establish text and language features. These can form Steps to Success (StS)

**Collect It!** – explore and collect rich and varied language from reading for use in own writing

**Plan It!** – after full immersion in language, knowledge of topic and structures of text type, plan what they want to write (this can be done as a whole class/group joint composition or a story/fact map)

**Rehearse It!** – giving children experience of short burst writing opportunities that feed directly in to the text type. This can be practising and crafting a newly taught skill – effect and compositional and/or grammar and punctuation. Use ‘Warm-Up the Word’ and ‘sick sentences’.

**Construct!**– readiness to write final piece. This should offer opportunity to write for extended and sustained lengths. It can be chunked across several days but end up as a final and complete composition. This will include precision teaching (inc. spelling / grammar and punctuation), modelling and crafting and relating back to purpose and function of text.

**Edit It!** – encourage children to take ownership of their own writing. Editing should first be taught and then children can self-edit or peer edit. Reference must be paid to the success criteria collected at the Deconstruct It stage.

**Celebrate It!** (optional)– choose key pieces that should be written up to **published** standard. This allows you to create a relevant print rich environment where children’s work is displayed. It also gives opportunity for children to practise their handwriting with an emphasis on audience and purpose.

KS1 – heavily weighted towards imitating modelled texts, fiction and non-fiction  
LKS2 - heavily weighted towards innovating authorial styles and texts, fiction and non-fiction  
UKS2 - weighted towards inventing own compositions based on an understanding of the audience and purpose and authorial style of fiction and non-fiction texts.

#### Writing to Inform

Recount  
Letter  
Instructions  
Non-chronological Report

#### Planning Tools

Fact or Text map  
Washing line  
Stepping stones

#### Text Structures

**Headings** – titles &  
subheadings

**Introduction** opening factual  
statement

**Middle section(s)** – Simple  
factual sentences based on  
reading and research

**Bullet points for instructions**

**Numbers for chronology &  
order**

**Labelled diagrams**

**Ending** – Concluding sentence

## Sentence Construction

### Types of sentences:

Statements  
Questions  
Exclamations

### Simple Conjunctions:

and  
or  
but  
so  
because

### Openings

While . . .  
When . . .  
Where . . .  
'ly' openers i.e. Fortunately, unfortunately, sadly

### Sentences

- **Simple sentences** i.e. I went to the park.
- **Embellished simple sentences that include adjectives** i.e. The giant had an **enormous** beard or The **cheeky** squirrel ate the **delicious** nut.
- **Compound sentences** i.e. The children played on the swings **and** slid down the slide.
- **Complex sentences using relative clauses ('that', 'which', 'who')** e.g. Once upon a time there was a little old woman **who** lived in a forest.
- **Repetition for rhythm** e.g. **She ran** and **she ran** and **she ran**.
- **Repetition for description** e.g. The **lean, mean** cat.

## Word / Language Structure

### Prepositions:

Inside  
Outside  
Towards  
Across  
under

### Determiners:

The a my your an this that his her their some  
all lots of many more those these

### Adjectives / Adjectival phrases

The **old** house  
The **huge** elephant

### Precise clear instruction using imperative verbs

First, **switch** on the red button.  
Next, **wait** for green light to come on.

### Regular Plural noun suffixes

dogs → dogs, wish → wishes

### Regular Plural verb suffixes and verb tense

help → helping, helped, helper

### How prefix 'un' changes the meaning of verbs and adjectives

Kind → unkind  
Tie → untie

## Punctuation

*Capital letters including capitals for names*

*Capital letter for the pronoun I*

*Full stops*

*Question marks*

*Exclamation marks*

*Speech bubbles*

*Bullet points*

*Numbered points*

### Consolidate

Finger spaces  
Letter/ s  
Word / s  
Sentence / s  
Full stops  
Capital letters

### Introduce

Punctuation  
Question mark  
Exclamation mark  
Speech bubble  
Bullet points  
Numbered points  
Singular  
Plural